APPENDIX B

Submitted Application

1. Title Page
2. Educational Plan
3. Operational Plan
4. Business Plan
5. Authorized Representative and Charter Principal Resumes

New Application

Downloads

Download all files
Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Cover Page

Applicant Agreement Information
I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the Principals are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to, and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ('Board') within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the new charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational instruction no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Applicant Agreement Signature
Robert Sterling Kellis 09/13/2019

Title Page

Applicant Name
Freedom Prep Academy - Mesa

Charter School Name
Freedom Preparatory Academy

Authorized Representative
- Robert Sterling Kellis
  - [redacted]

Authorized Representative Mailing Address
[redacted]

County
Maricopa

Day Time Phone
[redacted]

Fax
(No response)

Form of Organization
Non Profit Corporation

Education Service Provider (ESP)
None. We do not intend to contract with or have a governance relationship with an education service provider.

Principal Background Information

Charter Principals
- Robert Sterling Kellis
  - [redacted]
- Brent Gardner
  - [redacted]

School Governing Body
- Sterling Kellis (Ex-Officio Member)
- Dolores Quintero (Community)
- Laura Oliver (Parents)
- TBD (1) (School Staff)
- TBD (1) (Other)

Target Population

Mission Statement
To provide motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators

Grades Served
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Enrollment Cap
720

Grades Served Year 1
7-8

Projected Enrollment Cap Year 1
60

Grades Served Year 2
7-10

Projected Enrollment Cap Year 2
300

Grades Served Year 3
7-11

Projected Enrollment Cap Year 3
540

School Calendar
- Standard

Instructional Days
180

Target Start Date
08/05/2020

A. Educational Plan

A. Educational Plan
The Educational Plan should define the plan for providing a learning environment that will improve pupil achievement in the target population (A.R.S. § 15-181) to include what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment, and outcomes.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

A.1. Educational Philosophy — Download File

A.2. Target Population — Download File

A.3. Program of Instruction — Download File

A.3.1. Mastery and Promotion — Download File

A.3.2. Course Offerings and Graduation Requirements
- Download File — A.3.2
- Download File — A.3.2 Exhibit - Menu of Course Offerings

A.4. School Calendar and Weekly Schedule
- Download File — A.4 Exhibit2 - Weekly Schedule
- Download File — A.4 Revised
- Download File — A.4 Exhibit 1 - School Calendar - Revised

A.5. Academic Systems Plan

Download File — A.5 Revised

A.6. Instructional Analysis

Download File — A.6 K-2 - Revised
Download File — A.6 3-5 - Revised
Download File — A.6 6-8 - Revised
Download File — A.6 9-12 - Revised

B. Operational Plan

B. Operational Plan
The Operational Plan should provide an understanding of how the Applicant and school will operate, beginning with its management and governance. It should present a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationship with key stakeholders.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

B.1. Applicant Entity

Download File — B.1 ExhibitA - Articles of Incorporation
Download File — B.1 ExhibitB - Annual Report and Director Changes
Download File — B.1 ExhibitC - Corporate Bylaws
Download File — B.1 ExhibitD - Organizational Chart
Download File — B.1 ExhibitE - Resolution of Intent
Download File — B.1 - Revised

B.2. School Governing Body — Download File

B.3. Management & Operation

Download File — B.3

B.3.1. Education Service Providers

Download File — B.3.1

B.3.2. Contracted Services — Download File

C. Business Plan

C. Business Plan
The Business Plan should provide an understanding of how the Applicant intends to develop and manage the school's financial operations to ensure a secured facility, appropriate personnel, and necessary instructional and operational resources to open and sustainably operate a school.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

C.1. Facilities Acquisition

Download File — C.1
Download File — C.1 Exhibit - Layout of Space

C.2. Marketing and Student Enrollment — Download File

C.3. Personnel — Download File

C.4. Start Up Budget

Download File — C.4
Download File — C.4 ExhibitB - Start-Up Budget Assumptions
Download File — C.4 ExhibitA - Start-Up Budget xlsx

C.5. Three Year Operational Budget

Download File — C.5
Download File — C.5 ExhibitB Projected Revenue Calculator
Download File — C.5 ExhibitC 3 Year Operational Budget Assumptions
Download File — C.5 ExhibitA - 3 Year Operational Budget
Download File — C.5 - Revised

Additional Information

Additional Information
Do not complete this section unless specifically directed to do so in the application being completed.

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Educational Plan

- **A.1 Educational Philosophy**
- **A.2 Target Population**
- **A.3 Program of Instruction**
- **A.3.1 Mastery and Promotion**
- **A.3.2 Course Offerings and Graduation Requirements**
- **A.4 School Calendar and Weekly Schedule**
- **A.5 Academic Systems Plan**
- **A.6 Instructional Analysis**

A.1
Educational Philosophy

A.1 Educational Philosophy

This section will discuss how Freedom Prep Academy's (FPA) philosophical approach aligns with a plan to provide a learning environment that will improve pupil achievement in the target population. It will discuss how Freedom Preparatory Academy (FPA) will incorporate the principles and concepts fundamental to the proposed program of instruction and provide a clear understanding of what a student will experience with respect to educational climate, structure, assessment, and outcomes. The narrative will present rationale for the selected approach supported by research and will be consistent with FPA's mission statement.

A. Philosophical Approach to Improving Pupil Achievement

The following provides a clear and comprehensive overview of FPA's educational philosophy including the student learning process and the teacher role. The topics below will show how FPA's educational philosophy aligns with our vision, mission, and plan to provide a learning environment that improves pupil achievement in the target population.

FPA believes every student should:

1) Feel empowered to achieve personal success in a safe and engaging learning environment
2) Graduate high school with a marketable vocational skill
3) Develop life skills that promote personal responsibility and positively impact society

FPA's educational philosophy stems from the belief that the primary purpose of public education is to develop responsible, healthy, and productive citizens who become successful, happy, contributing members of society. FPA Mesa will be uniquely qualified to accomplish this by helping students develop relevant life skills clearly measured through academic performance indicators. These include: mastery of core subject material, percent of students passing state standardized exams, student growth percentile, and percent of students graduating high school and matriculating to college. Additional indicators include mastery of non-core subject material, development of soft-skills, completion of college credit, community involvement, and completion of workforce certificates.[1] FPA's philosophical approach, instructional strategies, and campus offerings will help students excel in these areas relative to their target population.

How Students Learn

Pedagogical Approach

Student-Centered, Technology-Driven - FPA will offer a Technology-Rich, Flip-Blended Learning Environment Centered around the Student. Student-Learners are at the center of FPA's educational philosophy and all resources, staff, and support personnel will exist to drive pupil achievement and success. FPA will offer engaging, interactive, and results-oriented instruction focused on outputs rather than inputs. Caring and knowledgeable educators will provide direct instruction, personalized intervention, and mentoring/support services. Technology and courseware will provide access to relevant 21st Century resources such as self-paced educational videos, articles, textbooks, audiobooks, simulated learning activities, quizzes, tests, assessments, grades, and group discussion forums. Classroom and facility space will foster collaboration and a

[1] Lauren Csorny, "Careers in the growing field of information technology services," *Beyond the Numbers: Employment & Unemployment*, vol. 2, no. 9 (U.S. Bureau of Labor Statistics, April 2013), http://www.bls.gov/opub/btn/volume-2/careers-in-growing-field-of-information-technology-services.htm

love of learning. Instructional methodologies, such as Flip-Blended Personalized Instruction, will help stabilize instructional consistency and increase educational quality.

Blended, or *Hybrid learning*, is the combination of online and traditional classroom learning that leverages technology to control some element of the time, place, path, and pace of learning. Studies show that hybrid learning positively impacts academic achievement and helps better prepare students for college and career readiness.

Flipped Learning refers to a pedagogical approach in which individual instruction is followed by collaborative, guided application, as opposed to group instruction followed by individual or independent application. The four pillars of FLIP are Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.

> *Flexible Environment*: Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.
>
> *Learning Culture*: In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.
>
> *Intentional Content*: Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.
>
> *Professional Teacher*: The role of a Professional Teacher is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, assessing their work and providing them with frequent specific feedback relevant in the moment, and assessing their work. Professional Teachers are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Teachers take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

Learning Tracks – In addition to rigorous core academic content that meets or exceeds state requirements, a unique differentiator of FPA is the option for students in grades 7-12 to pursue a Learning Track. A Learning Track is a topic of study aligned to a specific area of interest. Tracks allows students to concentrate their efforts and interests around a relevant topic in order to acquire more depth, knowledge, and expertise in that field. Studies show that curriculum

organized in a concentration of study such as a major, minor, or certificate program increases student motivation and improves student achievement.[2]

FPA Certificate Tracks consist of a sequence of 4-6 CTE, Fine Arts, or Elective courses reverse-designed to align to a core topic. Completion of 4 courses within a track will earn a student a minor, while completion of 6 courses will earn the student a major. Completion of a track earns a student a Freedom Prep Certificate that is awarded in a recognition ceremony and helps build confidence and knowledge for future college, career, and life readiness. Tracks will be based on market need and student interest. Proposed initial tracks include:

Computer Science 1 (Cyber)

- Information Systems Fundaments
- Personal Computer Hardware Support
- Intro to C/C++
- C++ Programming II
- Video Communication Fundamentals®
- Fundamentals of Networking
- Wireless Networking Concepts
- Fundamentals of Cyber Security and Cryptography
- Fundamentals Of SSCP®

Computer Science 2 (Digital Arts)

- Intro to Electronic Publishing and Graphic Arts
- Electronic Publishing With Indesign®
- Image Editing With Photoshop® A
- Image Editing With Photoshop® B
- Video Communication Fundamentals®
- Multimedia Development with Flash®
- Web Design with Dreamweaver® A
- Web Design with Dreamweaver® B

Performing Arts

- Intro to Digital Sound
- Intro to Piano
- Media Literacy for Musicians
- Intro to Music Therapy
- Film Scoring and Theatre
- Vocal Performance
- Theory and Composition
- Latin Ethnomusicology Ensembles

Pre-Law - Civic Engagement & Economic Thought & Leadership

- Philosophy of Law
- U.S. Constitution
- Arizona Politics & Constitutionalism
- Great American Leaders
- Debating American Constitutionalism
- Consent of the Governed
- Women in Political Thought and Leadership
- Capitalism & Great Economic Debates
- Intro to Statistics & Quantitative Political Methodology

Business and Entrepreneurship

- Philosophy of Business
- Intro to Economics
- Intro to Accounting
- Intro to Statistics
- Intro to Digital Marketing
- Energy and Industrial Progress
- Foundations of Entrepreneurship
- Foundations of Business Management

Pre-Med – Human Anatomy and Physiology

- Philosophy of Medicine
- Intro to Human Anatomy and Physiology
- Intro to Evolutionary Biology
- Conceptual Approaches to Biology I
- Conceptual Approaches to Biology II
- Molecular Genetics: From Genes to Proteins
- Kinesiology: The Mechanics of Motion
- BioInformatics

Learning Modalities - To accommodate the diverse needs and preferences of students in our target population, students will be offered the flexibility of attending school via three separate learning modalities. These are: (1) Traditional, (2) Online, or (3) Traditional-Online Hybrid.

1. Traditional - A traditional modality refers to students attending a physical campus with onsite educators. Instruction will be delivered via a blended and flipped instructional model focused on active learning. A blended model refers to "instruction that depends in part on online delivery of content or instruction."[3] A flipped model refers to individual instruction that is followed by collaborative and guided application, in contrast to group instruction followed by individual or

[2] Psychological correlates of students' academic performance: A systematic review and meta-analysis. Richardson, Michelle; Abraham, Charles; Bond, Rod Psychological Bulletin, Vol 138(2), Mar 2012, 353-387.

[3] Murphy, R., Snow, E., Mislevy, J., Gallagher, L., Krumm, A., & Wei, X. (2014, May). Blended Learning Report. Retrieved from https://www.edweek.org/media/msdf-blended-learning-report-may

independent application.[4] Active learning refers to the pedagogical approach in which students participate in the learning process by doing something besides passively listening.[5] Students in a traditional campus will follow a Monday through Friday schedule that exceeds state minimum requirements for core instructional minutes per day and instructional minutes per week (See section A.4).

2. Online – An online modality refers to students attending classes remotely via online instruction (AOI). Despite remote attendance, Freedom's AOI students will have access to a wide-range of tools and 2-way services such as computer assisted learning, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions, individualized performance tracking, and non-computer-based activities under the direction of a certificated teacher. All AOI curriculum is aligned to Common Core State Standards and Arizona's Academic K-12 Standards (see A.3).
3. Traditional-Online Hybrid – A Traditional-Online Hybrid modality refers to students attending classes remotely via online instruction but in a physical setting with other AOI students. Providing students a physical location with structured, on-site support services helps advance our mission of empowering learners with a safe and engaging learning environment. This modality of "structured flexibility" offers students adaptive, iterative, and non-regimented support while still preserving individual autonomy and creativity. Research and evidence show that many students perform best in such an environment.[6] The setting for a traditional-online hybrid modality will occur in one of two places:
    a. Learning Center – A learning center is a physical facility where AOI students meet for structure and support. Learning centers will follow the same daily structure and schedule as a traditional campus and offer AOI students support through services such as onsite coaches, guided learning activities, tutoring, assessment, classrooms, labs, high speed Internet, computers, and printers. Learning Centers will help advance the vision, mission, and purpose of Freedom Prep by assisting AOI students with their learning process. Anticipated support capacity for a learning center is 15-100 AOI students.
    b. Microsite – A microsite is a mini learning center that combines the benefits of a smaller learning environment with the consistency, resources, and support of a well-staffed school. Just like larger Learning Centers, Microsites will maintain the same daily structure and schedule as a traditional campus. Anticipated support capacity for a microsite is 3-15 AOI students.

Since every learner is uniquely different, and each modality has its own comparative advantages, Freedom Prep will allow parents and students to self-select their preferred learning modality. To assist in this selection process, FPA will offer a diagnostic assessment that recommends a modality based on need, preference, and geographic location (See A.3).

Teacher Role

FPA firmly believes that quality teachers are one of the greatest indicators of student achievement. The role of a teacher can be diverse and often unnecessarily complex resulting in strain and inefficiency for both the student and the teacher. FPA's philosophy and academic plan

[4] Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™

5 Bean, John C. (2011). Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom (2 ed.). John Wiley & Sons. p. 384

[6] Brinkerhoff, Derick & D. Ingle, Marcus. (1989). Integrating blueprint and process: A structured flexibility approach to education. Public Administration and Development. 9. 487 - 503. 10.1002/pad.4230090503.

simplifies and streamlines the instructional process to better serve the student. Students will interact with multiple, specialized teachers all committed to their individual success. These teachers and a summary of their respective roles are as follows:

1. Student – FPA places the student at the center of his or her own education. Students will not merely be passive learners, but active learners, continuously engaged in their own learning process. This makes them a teacher intimately involved in their own learning. Students will set daily SMART goals in online journals and track their personal progress and success. Students will also proactively evaluate their weekly performance and solicit intervention as needed. FPA strongly believes that students are the most relevant stakeholder in their own education. Helping students become active learners capable of defining and working toward success is one of the most valuable skills we can help instill.
2. Master Teacher – A Master Teacher refers to the subject matter expert who provides video lectures and instruction for a subject or course. A Master Teacher has the primary responsibility of clearly and effectively communicating concepts, content, and lessons that lead to mastery of a topic or standard. Automating this component of instruction ensures consistent, high-quality delivery of relevant subject material for each and every student.
3. Instructor/Teacher – An Instructor is what mostly closely resembles the traditional role of a teacher. The primary role of an instructor is to help students achieve mastery in their assigned course or subject material. This is done by overseeing instruction, intervention, and grading. While a Master Teacher assists with direct instruction, an Instructor oversees the student's general learning process. This includes facilitating individual or group activities and discussion; administering assignments, quizzes, and exams; evaluating performance data; and providing personalized feedback. Through the assistance of real-time data analytics, an instructor monitors and oversees a student's time on task, progress, and performance and then provides targeted intervention as appropriate or needed.
4. Instructional Coach – An instructional coach (Coach or TA) is an onsite assistant who has the primary role of mentoring and guiding students toward success. This includes helping students set and complete daily goals, helping with time on task, helping facilitate learning activities, and helping students identify and access available resources.

Each teaching role is vital to a student's success. By empowering students to become active learners and relevant stakeholders in their own education, they are placed in their own driver's seat. Leveraging master teachers to deliver high-quality, adaptive instruction helps ensure consistent instruction while also granting Instructors time for intervention and other relevant tasks. Instructors help students work towards competency and mastery based on individual need and ability. And Coaches help mentor and assist students with structure, motivation, and guidance. This system of shared responsibility and specialization helps maximize student performance for all quartiles and sub-group populations ensuring no one falls through the cracks.

To ensure teacher quality, FPA will aim not only to recruit excellent teaching staff, but also commit to continuously develop, train, and grow its existing staff. Professional growth will take place within the context of Professional Learning Communities (PLCs). PLCs have a clear research basis as a best practice.

PLCs will be responsible for co-observation and debrief cycles, action research, and professional development sessions. PLCs will be supported and guided by school leadership in these tasks. These systems will continuously improve FPA's teachers, leading to continuous improvements in pupil achievement. In addition, continuous coaching, feedback, and instructional adjustment will

be central to the instructional program of FPA. This will also continuously improve the effectiveness of FPA's educators

Targeted Outcomes

Improving Pupil Achievement in the Target Population

In accordance with A.R.S. § 15-181, FPA will exist to provide a learning environment that improves pupil achievement in the target population. Pupil achievement is generally defined as the increase in student knowledge, competency, and preparedness for future endeavors.[7] Based on research, community outreach, and familiarity with the target population, FPA's proposed program of instruction will greatly improve students' academic performance, academic growth, knowledge, competency, and preparedness for future endeavors.

Knowledge and Competency - Student Competency is defined by AZDOE as a demonstrated ability in a skill at a specified performance level (A.R.S. § 15-101). FPA will increase knowledge and competency within the target population through measured improvement in academic performance and academic growth by implementing principles and concepts and research-based best practices.

> *Academic Performance* – FPA's proposed program of instruction will serve to improve student achievement in Math, Reading, Writing, and Science as measured by state standardized exams and improve high school graduation rates within the target population. For more specific metrics, see A.1.E.

Preparing for College and Career Readiness

College - FPA will help students prepare for college. Statistically, college is a leading indicator of students' future career success.[8] According to the U.S. Census Bureau, the average lifetime earnings for individuals who earn a bachelor's degree are more than double those who do not graduate high school.

Minority and low-income students, who bear a disproportionate burden of high school dropouts, will be a particular area of focus for FPA. Nationally, less than one in ten students from minority and low-income backgrounds will graduate with a college education.[9] In 2014, Arizona ranked fiftieth of fifty states in the percentage of low-income and minority high school students matriculating to college.[10] This is an area of significant concern and opportunity for improvement, particularly within the target population. FPA will make conscientious efforts through our curriculum, schedule, and program of instruction to assist high-risk students.

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[7]Kingdon, G., Teal, F. (2007). Does performance related pay for teachers improve pupil achievement? Economics of Education Review, 26 (4) (2007), pp. 473–486; Rivkin, S., Hanushek, E. Kain, J. (2005). Teachers, schools and academic achievement, Econometrica, 73 (2) (2005), pp. 417–458; U.S. Department of Education | Definitions. (n.d.). http://www.ed.gov/race-top/district-competition/definitions

[8] SOURCE: U.S. Census Bureau, 2016, Table PINC-03

[9] Luhby, T. (2011). College graduation rates: income really matters. CNNMoney. Retrieved from http://money.cnn.com/2011/11/21/news/economy/income_college/index.htm

[10] Teach For America. (2012). Where we work: Phoenix. Retrieved from https://phoenix.teachforamerica.org/

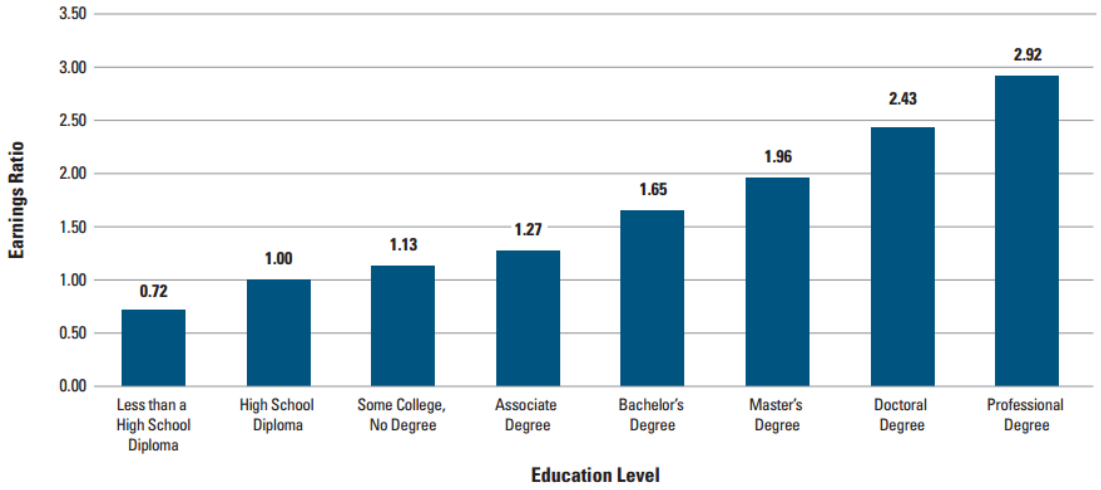

Image A.1.1 – Expected Full-Time Lifetime Earnings Relative to High School Graduates, by Education Level[11]

FPA's educational philosophy and program of instruction will help students prepare for college by offering Advanced Placement courses. In addition to preparing students academically for the rigors of higher education, FPA will offer a full year's worth of college credits (24-30 credits) prior to high school graduation. FPA's program of instruction outlined in A.3 will offer rigorous courses reverse-designed to align to relevant AP exams, the passage of which will earn students college credit. FPA will also offer students a pathway to complete 8 College-Level Examination Program® (CLEP) exams in their junior and senior years. These credits can be applied at over 2,900 colleges and universities in the United States, including all Maricopa County Community Colleges, AZ's three public state colleges (ASU, UofA, NAU), and large Arizona-based private universities (University of Phoenix, Grand Canyon). Earning college credits while in high school significantly increases the chance of college matriculation and significantly reduces the cost and time needed to earn a college degree.

Career Readiness – FPA will help students prepare for careers in high-demand fields. Science, technology, engineering, and mathematics (STEM) skills are increasingly essential in a 21st century economy. Research shows that many public schools are slow to respond to market STEM need.[12] According to a federal study by the Committee on STEM Education National Science and Technology Council, computer science (CS) is one of the fastest-growing and most promising industries in today's economy, yet "fewer than 10 percent of high schools in the United States offer Computer Science courses."[13] By 2020, 9.2 million new jobs are expected to be created in the United States in STEM fields and 4.6 million will be in computing and information technology. These positions also consistently rank among the highest paying jobs.[14] In spite of these new opportunities, only one in five high school graduates who scores in the top quartile in mathematics goes on to become a STEM professional.[15] Fewer than 40 percent of students who

[11] Ibid.
[12] Computing in the Core (2013). Advocating for K-12 Computer Science Education. Retrieved from: http://www.computinginthecore.org/csea
[13] http://www.whitehouse.gov/sites/default/files/docs/stem_teachers_release_3-18-13_doc.pdf
[14] National Research Council. (2015). Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Committee on Defining Deeper Learning and 21st Century Skills
[15] Carnevale, A.P., Smith, Nicole, and Melton, M. STEM. 2011. Georgetown University, Washington, D.C. http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/STEMWEBINAR.pdf

enter college intend to major in a STEM field.[16] And women, who represent 50% of the U.S. workforce, hold less than 25% of the U.S. STEM jobs.[17] This skills gap is contributing to a below average labor participation rate.[18] Early and strategic intervention can help students better prepare for promising careers. Research shows that students exposed to careers and resources in STEM fields before they graduate high school are much more likely to pursue a STEM related career.[19]

FPA will increase students' access to technology throughout their formative high school years by offering a 1:1 student to computer ratio and providing access to an online learning system that provides customized instruction, strategic support, and relevant learning tools. FPA will help students develop career-relevant IT skills via elective courses aligned to professional certificates in IT fields. Students will have the option to enroll in certificate tracks to complete courses in preparation to pass industry certification exams such as A+, C++, Network+, Security+, and Adobe Certified Associate Certificates in Photoshop, Premier, InDesign, and Dreamweaver.

Post-secondary vocational certificates will greatly benefit students in the target population by decreasing unemployment and increasing earning potential. National unemployment rates for youth ages 16-24 are double the national average. In 2016, 39.9% of youth ages 16 – 24 were not participating in the labor force. Studies show this problem dissipates with skill and education. Youth with a post-secondary certificate are 3x less likely to be unemployed.[20]

Post-secondary Certificates are also much more likely to increase income. A 2016 study of millennial earnings found that while the national starting hourly wage for employees age 18-24 with just a high school diploma is $9.73 per hour, the average national starting hourly wage for employees age 18-24 with a CompTIA A+ certificate is $17.47 per hour. Employees with a CompTIA Network+ certificate earn $18.13 per hour and employees with a CompTIA Security+ certificate earn a starting wage of $18.45 per hour.[21] FPA believes, and market research supports, that helping students in the target population earn IT certificates while in high school will greatly increase their chances for employment and future success.

Developing Skills that promote responsibility and Improve society - In addition to helping students prepare for college and career readiness, FPA will help students develop relevant life skills that promote personal responsibility and positively impact society. Students will develop principles such as sound financial management via a required personal finance course, civic responsibility through quarterly community service projects, and effective communication through peer projects, classroom presentations, and online discussion forums.

[16] 0 PCAST President's Council of Advisors on Science and Technology. (February 2012). Report to the President:
Engage to excel: Producing one-million additional college graduates with degrees in science, technology, 0 PCAST President's Council of Advisors on Science and Technology. (February 2012). Report to the President:
Engage to excel: Producing one-million additional college graduates with degrees in science, technology,
[17] Division of Science Resources Statistics. Women, Minorities, and Persons with Disabilities in Science and Engineering: 2011. Special Report NSF 11-309. Arlington, VA.
[18] Bureau of Labor Statistics (2016). http://data.bls.gov/timeseries/LNS11300000
[19] Tai, R. H., Liu, Q. C., Maltese, A. V., & Fan, X. (2006). Planning early for careers in science. Science. 312, 1143 - 1144.
[20] http://www.bls.gov/opub/ted/2014/ted_20141112.htm
[21] InfoSec Institute (2014). http://resources.infosecinstitute.com/security-salary/

Life skills will be further developed in the form of 10 core values aligned to FPA's mission, vision, and philosophy. These values and attributes will help underscore FPA's curriculum and drive student success. These are summarized in section C below.

FPA's philosophy to help students improve academic performance, better prepare for college and career readiness, and to develop life skills that positively impact community, will help improve student achievement and ultimately help develop responsible and productive members of society.

B. Elements Fundamental to the Program of Instruction

FPA will use the following principles and concepts fundamental to the program of instruction to improve pupil achievement in the target population: Hybrid Learning, Flipped Learning, Response to Intervention, and research-based best practices. Concepts will be driven by data and tailored to meet student needs. All instruction will be aligned to formative and summative assessments and Arizona approved state standards. Instruction will be delivered by exceptional teachers and monitored by qualified administrators. FPA will embrace the concept of school as a place within the community. Instruction will be aligned to meet the needs of the target population defined in A.2. Principles, concepts, and methods of instruction are aligned to the Program of Instruction in A.3 as well as the Academic Systems Plan in A.5.

1. Hybrid Learning

Hybrid Learning – FPA will integrate hybrid learning as a concept fundamental to our program of instruction. Hybrid Learning, also called blended learning, is the combination of online and traditional classroom learning that leverages technology to control some element of the time, place, path, and pace of learning. Studies show that hybrid learning positively impacts academic achievement and helps better prepare students for college and career readiness.[22] Carpe Diem, a school in Yuma, Arizona, utilizes Hybrid Learning and has risen to the top 10% of Arizona charter schools.[23]

Technology-Rich Learning Environment – Consistent with FPA's mission to provide students a technology-rich learning environment taught by caring and knowledgeable educators, FPA will provide students a 1 to 1 student to computer ratio. Each computer will grant access to course specific software where students can access individual course content, objectives, competencies, learning activities, and assignments. Students will have access to self-paced educational resources such as: instructional videos, articles, textbooks, audiobooks, simulated learning activities, quizzes, tests, assessments, grades, and group discussion forums. This feature will serve as an important medium to supplement in-class activities and discussion that will benefit students, teachers, parents, and administrators by stabilizing instructional consistency and increasing the quality and frequency of feedback and intervention.[24]

The Self-Blend Model - Under the supervision of in-class teachers, FPA will utilize an online instructional platform and various blended-instructional tools to enhance and control certain elements of the path and pace of student learning. Course material and grades will be accessed

[22] William D. Muirhead, (2000) "Online education in schools", International Journal of Educational Management, Vol. 14 Iss: 7, pp.315 - 324
[23] National Charter School Resource Center. (2012, September 12). Blended learning in charter schools. Retrieved from http://www.charterschoolcenter.org/webinars.
[24] William D. Muirhead, (2000) "Online education in schools", International Journal of Educational Management, Vol. 14 Iss: 7, pp.315 - 324

through Canvas®, an award-winning Learning Management System (LMS) used by many school districts and colleges. Interactive video will be accessed through sources such as Acellus®, Pluralsight, LinkedIn Learning, and Veritasium. Learning activities, communication, and assessment will be supported and enhanced using tools such as Prenda, Khan Academy, NoRedInk, Google Docs, Labster, Microsoft Teams, and Office 365A. All platforms and tools will be continuously aligned to FPA's mission and program of instruction and appropriately vetted to ensure a safe and productive learning environment. The following provides additional detail for some of these tools:

Canvas - Canvas has been proven to significantly streamline instruction and increase student achievement and efficiency across a variety of demographics. Over 1,200 school districts and colleges have adopted Canvas LMS as a way to better meet staff and student needs. Canvas currently serves over 162,000 users on the Utah Education Network which includes some of the nation's top performing school districts. Dr. Brian Botts, Principal of Edison Collegiate High School, a top-rated school located in Punta Gorda, FL, attributes much of his school's success to the Canvas LMS. "We live, eat and breathe Canvas. We are 100 percent sold—it's very integrated into everything we do here."[25] Other schools improving instruction and student performance through Canvas include: Bethel, Edmonds, Ferndale, Franklin Pierce, Highline, Renton, Snohomish and Vancouver in Washington, as well as 77 school districts in Dallas, TX and 200 districts in Charlotte-Mecklenburg, NC.[26]

Acellus - Acellus, a supplementary learning system developed and continuously updated by the International Academy of Science, is used by over one million students at schools in every U.S. state. It offers over 90 courses in Math, Science, English Language Arts, Social Studies, and Elective/CTE/Fine Art courses for students in grades 7-12, including 15 AP courses approved by College Board.

Acellus Courseware provides rigorous, standards-based instructional content to assist in-classroom teachers and on-site administrators by delivering video lectures and supplementary lesson material taught by some of the country's best educators. Acellus instructors, or Master Teachers, are recognized for excellence in their field of study and high-quality instructional methods. Instructors such as: AP Physics Teacher Russell Clothier, Ph.D., who was nationally recognized by Who's Who Among America's Teachers; AP Calculus Teacher Patrick Mara, who was awarded the Disney Channel American Teacher Award; American Literature teacher Deborah Haus, who brings 30 years of classroom experience in English Language Arts and was honored with the Distinguished Educator Award from the University of Missouri; and Physical Science teacher Gina Johnson, who was the recipient of the Presidential Award for Science and Mathematics Teaching in 2011, will assist FPA's in-classroom instructors and coaches by providing high-quality, consistent, and relevant instruction.

Many schools and districts in low-income communities similar to FPA's target population have experienced significant increases in pupil achievement using Acellus Courseware. Florence Township School District in New Jersey boosted graduation rates from 75% to 90% after just three years of implementing Acellus.[27] Jane Macon School in Brunswick,

[25] http://www.canvaslms.com/case-studies/Case_Study_Edison_Collegiate_HS.pdf
[26] http://www.canvaslms.com/news/press-releases/canvas-builds-k12-momentum-2015
[27] https://www.science.edu/Acellus/feedback/feedback-admin.php/

GA experienced a 6% AYP increase for two consecutive years after implementing the Acellus Courseware and achieved a 99% pass rate on the EOCT exam for Algebra.[28] Andrea Shumway, a parent of an Acellus student said, "The Acellus Program helped my son grow academically. He went from failing grades to 80's and 90's because he was able to take his time learning the material... I am 100% satisfied." Debbie Clark, a parent of a Special Education student said, “The way this program teaches and can go over the subject again and again is amazing. This is such a great program for kids with learning disabilities.” Janie Anderson, a Math Teacher, said "I have several students who can now pass Algebra and Geometry because of Acellus. There just isn't enough of me to go around. Acellus has helped so much." [29]

Pluralsight – Pluralsight is a skills platform focused on bridging the growing national skills gap in STEM fields. With over 6,000 expert-authored courses and videos in cloud, mobile, security, and data and 100s of “Skill IQ” competency exams, FPA will use Pluralsight to benchmark and develop staff and student competency in relevant CTE fields.

Prenda – Prenda helps K-12 students master core concepts in Math, Reading, and Science. Used by hundreds of Arizona students and built on a framework of conquer, collaborate, and create, Prenda assists teachers and students with direct instruction, group project facilitation, Socratic discussion, assessment, goal setting, data monitoring, and more. Prenda’s proven approach improves student accountability, productivity, and mastery while making learning fun.

2. Flipped Learning[30]

Flipped Learning refers to the pedagogical approach in which individual instruction is followed by collaborative, guided application, as opposed to group instruction followed by individual or independent application. The resulting group environment is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. The four pillars of FLIP are Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.

3. Response to Intervention

FPA will utilize the Response to Intervention (RTI) model to structure classroom instruction. RTI has been broadly described as a process in which students are provided quality instruction, their progress is monitored, those who do not respond appropriately are provided additional instruction and their progress is monitored, and those who continue to not respond appropriately are considered for individual remediation or enrichment or special education services (See A.3.B). RTI has been found to be a successful instructional model for all learners to receive individualized instruction to meet their needs – a key goal of FPA. RTI is seen as a three-tiered model that assesses students’ ability to perform based on three distinct instructional delivery methods. Tier 1 consists of a universal instructional delivery system: This is delivered in the form of on-line and in-classroom instruction for all learners. It is delivered with curriculum and content consistent with grade-level expectations and at a uniform pace utilizing highly-effective, research-supported instructional strategies. 80-90% of students can be expected to master essential

[28] Ibid.
[29] Ibid.
[30] Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™

learning outcomes (ELOs) at this level, differentiation occurs when students are unable to meet ELOs.

If In-Class Formative assessment results suggest a student has not mastered particular ELOs to the level of mastery set by the Governing Board, students will move to Tier 2 intervention. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills. Remediation will occur using targeted remediation courses and/or materials provided via Canvas and Acellus. Teachers will design online learning paths to address gaps in mastery. Students will be continuously progress monitored throughout Tier 2 interventions.
Tier 3 is reserved for learners still not responding to Tier 1 and Tier 2 instruction. Intensive Intervention in Tier 3 is individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one and small-group online and in-person settings. Progress monitoring will be constant. Students still not responding through Tier 3 interventions will be referred to Special Education services.

4. Research-Based Instructional Best Practices

In the context of FPA's Hybrid/RTI model, FPA's teachers will utilize research-based instructional best practices to deliver content and curriculum to students. Teachers will receive ongoing training in FPA's instructional methodologies during professional development trainings delivered throughout the year (See A.5). Instructional best practices, as identified through extensive bodies of research and specifically aligned to FPA's target population, include:
Objective-driven instruction - All lessons at FPA, including hybrid learning lessons, will be driven by objectives that align to FPA's curricular ELOs, formative and summative assessments, and AZ College and Career Readiness Standards. Research suggests that lessons designed with the end in mind, or backwards-aligned from clearly defined objectives, are more effective than those which are not.[31]

Cooperative learning structures - Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. Students work together to learn and are responsible for their teammates' learning as well as their own.[32] Cooperative learning structures are designed to "increase academic achievement, improve social skills and social relations, improve thinking skills, reduce discipline problems, and [facilitate the] acquisition of leadership and employability skills."[33] A minimum of one assignment that incorporates cooperative learning structures will be utilized in every class.

Socratic seminars[34] - Socratic seminars are designed to allow participants to deeply understand a text or a concept. Socratic seminars involve advanced reading of a text followed by prepared questions and discussion starters. Students then participate in discussion groups related to their topic of study with the teacher modeling and facilitating dialogue. FPA teachers will facilitate Socratic dialogue via breakout sessions in the classroom and through online discussion forums across the curriculum. For blended Socratic seminars, teachers will arrange groups of students into online learning teams

[31] Marzano, R., D. Pickering, and J. Pollock. (2004). Classroom instruction that works. Pearson: New York.
[32] Kagan, S. (1994). Cooperative Learning. San Clemente, California: Kagan Publishing.
[33] Kagan, S. (1995). Group grades miss the mark. Educational Leadership, 52, 68-72.
[34] Readwritethink.org. (2012). Strategy guide: Socratic seminars. Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html.

and then facilitate online discussion forums that allow students to interact with their peers in threaded discussion forums through video, audio, and written communication. This method of instruction will help students in the target population (1) to promote a culture of teamwork--which is a foundational element for academic growth, (2) to encourage problem solving and critical thinking, and (3) to develop essential written and verbal communication skills through mediums of technology.[35] According to a study in the Journal of the Association for Communication Administration, employers cited effective written communication and problem solving skills as two of the most undeveloped skills found in new employees.[36]

High-yield instructional strategies - High-yield instructional strategies are the strategies identified as most effective in the meta research of Robert Marzano. High-yield strategies will be utilized in all in-person classrooms. Such strategies include vocabulary building and instruction, feedback and praise, graphic organizers, identifying similarities and differences, goal-setting, generating and testing hypotheses, and summarization.[37]

Differentiation Strategies - Differentiation can be defined as "a strategy that plans for and designs assignments, lessons, activities, tasks, and projects to match student needs…students [will] learn the same concepts or skills but may approach them through different activities."[38] Differentiation is a crucial aspect of effective instruction at all levels of the RTI model and integral to FPA's educational philosophy. Teachers will differentiate content, process, or product according to students' readiness, interest, and learning profile, considering multiple intelligences, leading to "optimal learning experience for [all] students."[39]

Alignment and Implementation of Instruction - Collaborative teams will align research-based instructional methodologies with the particular needs of State Standards, a course, or a class of students. Adjustments will be made based upon the results of collaborative team co-observation cycles and student outcomes. In addition, the implementation of the effective instructional methodologies mentioned above will be supported by administration. FPA will ensure staff is well-trained in the instructional methodologies outlined above through professional development sessions.

Real-life experiential learning activities - Freedom Prep students will be exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through classroom visits and relevant fieldtrips. Students will have the opportunity to visit local businesses aligned to their classroom studies each quarter. In addition to providing relevant exposure to STEM topics studied in class, these field trips will greatly benefit the target population by exposing students to promising STEM career and internship opportunities in their community. Freedom Prep wants to help students

[35] Arizona Charter Schools Association (2008). Success measured: Four foundational elements of student-level growth. Phoenix, AZ: Arizona Charter Schools Association.

[36] Morreale, Sherwyn (2010). Journal of the Association for Communication Administration 29(2000), 1-25

[37] Marzano, R., D. Pickering, and J. Pollock. (2004). Classroom instruction that works. Pearson: New York.

[38] Laczko-Kerr, I. (2012). Creating systems to support student learning. Retrieved from http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrid=EB58D789884A.

[39] Ibid.

align classroom topics to the work force and align career interests to legitimate opportunities in the workplace (A.1, & A3.2).

5. Data-Driven, Personalized Instruction Using Formative Assessment

Data-Driven Instruction - Freedom Prep will utilize curriculum maps and formative assessments and summative assessments aligned to AZ College and Career Readiness Standards to direct methods of instruction as outlined in A.5. All methods of instruction will serve the objective-driven purpose of helping students achieve mastery in course content. Instructional staff will use Courseware-embedded deficiency diagnostics and mid-course formative assessment results to make immediate and ongoing instructional adjustments to methods of instruction. Freedom Prep teachers will learn how to gather ongoing assessment evidence, analyze the evidence, and change teaching tactics wherever necessary. These instructional adjustments will be based on a combination of students' observed performance, self-reported feedback, and levels of understanding or lack thereof.

Standards Aligned Formative Assessments - Freedom Prep will utilize curriculum maps and formative assessments and summative assessments aligned to AZ College and Career Readiness Standards to direct methods of instruction (See A.5). All methods of instruction will serve the objective-driven purpose of helping students achieve mastery in course content. Instructional staff will use Courseware-embedded deficiency diagnostics and mid-course formative assessment results to make immediate and ongoing instructional adjustments to methods of instruction. Freedom Prep teachers will learn how to gather ongoing assessment evidence, analyze the evidence, and change teaching tactics wherever necessary. These instructional adjustments will be based on a combination of students' observed performance, self-reported feedback, and levels of understanding or lack thereof.

6. Hiring and Developing Exceptional Teachers

FPA believes that the teacher in the classroom or behind the computer is one of the most important factors that influence student achievement. For this reason, FPA will aim not only to recruit excellent teaching staff, but also commit to continuously develop, train, and grow its existing staff. Professional growth will take place within the context of Professional Learning Communities (PLCs). PLCs have a clear research basis as a best practice.

PLCs will be responsible for co-observation and debrief cycles, action research, and professional development sessions. PLCs will be supported and guided by school leadership in these tasks. These systems will continuously improve FPA's teachers, leading to continuous improvements in pupil achievement. In addition, continuous coaching, feedback, and instructional adjustment will be central to the instructional program of FPA. This will also continuously improve the effectiveness of FPA's educators.

7. School as a Place in the Community (Guests, Field Trips, Community Service, Campus, Teamwork)

FPA will operate with the understanding that school is an integral piece of the community in which it operates and that it becomes a community for the students and stakeholders it serves. As such, FPA will regularly incorporate guest speakers from the community during homeroom and class instructional hours. The primary purpose of guests will be to discuss how to actively and successfully apply principles learned in class to career and life situations outside of class.

FPA will organize quarterly field trips for students to visit successful organizations operating in STEM fields (See A.2). The primary purpose of these field trips will be to connect principles and concepts discussed in class to real-world applications as well as to help students prepare and plan for future career opportunities.

Students will provide 12 hours of community service per year (6 per semester). Community service activities will help develop FPA Core Values and Cultural Attributes and also encourage empathy, awareness, and social responsibility.

FPA will offer a smaller learning atmosphere of approximately 150-350 students. Studies show high school is a formative stage for students and a difficult time to feel "lost in the crowd."[40] FPA's small campuses and small classes provide students with more of a voice, more of a chance to be recognized, and more of a chance to receive individual attention.

FPA will encourage Teamwork and Leadership through Group Projects and Learning Activities. Students will develop group learning and conflict resolution skills as they communicate electronically and in person with members of the community to coordinate and complete their group projects.

C. Mission, Vision, and Values

MISSION - FPA's mission is to provide motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators.

VISION - FPA's vision is to fill the world with knowledge, achievement, and integrity.

FPA's clear, cohesive, and comprehensive mission statement focuses on outputs rather than inputs. To advance our mission and vision, FPA will focus on three central themes: (A) improving academic performance, (B) increasing college and career readiness, and (C) developing values for success. FPA's proposed program of instruction will improve student achievement in the following areas:

A. Improving Academic Performance

1. Percent of High School Students Passing the state standardized Math exam – Currently **28.5%**
2. Percent of High School of Students Passing the state standardized ELA exam – Currently **32.2%**
3. Percent of High School of Students Passing the state standardized Science exam – Currently **40.1%**
4. High School Graduation Rate – Currently **65.2%**

With average scores in each of the above metrics currently below state average, FPA intends to improve academic achievement in the target population by communicating and aggressively pursuing a clearly defined SMART goal summarized by the slogan "10-4 Freedom." This represents a goal to improve the 4 listed key performance indicators (KPIs) by a minimum of 10% each within 3 years of operation. The research supported best practices further described in A.3 will help accomplish this goal.

In addition to the above listed measurable outcomes, FPA will aim to improve college and career readiness as indicated by the following factors

B. Improving College and Career Readiness

[40] Staines, G. L. (2008). The causal generalization paradox: The case of treatment outcome research. Review of General Psychology, 12(3), 236.

- Number of college credits earned prior to graduation
- Percent of students matriculating to college
- Number of students with valid and relevant workforce certificates

FPA will also help students in the target population prepare for future endeavors by developing values for success. Similar to George Washington's Rules of Civility or Thomas Jefferson's Maxims for Conduct, FPA's core values will serve as a backdrop to help shape student conduct and promote academic excellence. An average student spends over 15,000 hours in K12 classrooms making primary and secondary education an extremely formative part of early-life development. Studies show that clearly defined values improve academic performance and promote a sense of belonging and well-being.[41, 42]

To this end, our program of instruction will embrace the following core values that are universally-tested and recognized across cultures, religions, and demographics as positive and praiseworthy.

C. Develop Values for Success

- I can FOCUS
    - Find Success
    - Own responsibility
    - Control controllables
    - Unleash potential
    - Simplify
- I am BRAVE
    - Bold
    - Relevant
    - Agile
    - Valiant
    - Exceptional

FPA's values are summarized by the acronyms FOCUS and BRAVE with taglines "I can FOCUS": (1) Find Success, (2) Own responsibility, (3) Control controllables, (4) Unleash potential, (5) Simplify and "I am BRAVE": (1) Bold, (2) Relevant, (3) Agile, (4) Valiant, (5) Exceptional.

If approved, these values will be implemented throughout FPA's program of instruction and a unique core value will be highlighted each month, year over year. Research shows that development of positive core values will help students in the target population develop relevant life skills and positively influence their respective communities.

FPA's Mission, Vision, and Values will serve as bedrock for our rigorous academic program. With an emphasis on outcomes over inputs and through a blended learning environment that empowers excellence and innovation, FPA will improve student achievement in the target population and help create Arizona's next generation of leaders and innovators.

D. Mission Alignment to Educational Philosophy

FPA's educational philosophy is integrally aligned to and advances FPA's mission. This is evidenced by (1) helping students identify and foster personal motivation, (2) establishing a climate of

[41] Clyde Kluckhohn, Values and value-orientations in the theory of action: An exploration in definition and classification (Cambridge: Harvard University Press, 1951)
[42] Cengiz Haksever, Radha Chaganti and Ronald G. Cook, "A model of value creation: Strategic view,"Journal of Business Ethics 49, no. 4 (2004): 291 – 305

academic excellence, (3) developing relevant life skills, (4) providing a technology-rich, career-focused, and safe learning environment, and (5) employing caring and knowledgeable educators.

1. Motivated Students

Personal motivation is an important part of every student's learning experience. FPA's philosophical approach helps encourage, spark, and foster personal motivation through features such as a flexible learning environment, multiple learning modalities, targeted study tracks, engaging content and curriculum, and providing access to multiple support services.

2. Academic Excellence

True to our mission, vision, and purpose, FPA will help students pursue academic excellence. FPA's student-centric elements fundamental to our program of instruction detailed in section B will help students achieve success by improving academic achievement on state standardized exams, increasing high school graduation rates, and increasing college and career readiness.

3. Development of Life Skills

FPA's program of instruction will advance our FOCUSed and BRAVE core values. These values will serve as a foundation for not only academic achievement, but also for future life success. Our targeted study tracks will help students develop life and career-relevant knowledge and skills. FPA's targeted community outreach, civic and economic engagement, and active learner approach will help instill essential skills for life beyond high school.

4. Technology-Rich, Career-Focused, and Safe Learning Environment

FPA's educational philosophy is strongly driven by technology. To ensure safety in a digital environment, FPA will require students access course content and material through FPA-managed servers. Additionally, FPA students will complete an onboarding Orientation which will review a variety of components for online internet safety. During this Orientation students will be introduced to, taught, and sign off on the Responsible Use Policy for FPA students. Parents will also be expected to understand, reinforce, and acknowledge the school's technology and responsible use policy. FPA will use ISTE's Digital Driver's License (DDL) to teach, promote, and measure a student's digital safety and proficiency.[43] The "license" covers a set of scenarios and cases designed to expose students to crucial concepts and build skills in nine essential digital safety and proficiency elements including digital communications, cyberbullying, Internet etiquette, security, commerce, law, media fluency, respect for self and others, and health and wellness. Successful completion of ISTE's DDL awards a student a certificate badge and notifies FPA of successful completion.[2] Training content aligns with the International Society for Technology in Education (ISTE). See also section A.3.

5. Caring and Knowledgeable Educators

Caring and knowledgeable educators will help empower students to become active learners and better prepare for college, career, and life readiness. FPA's small campus size, flexible curriculum, and

[43] Digital Driver's License. (2011) Retrieved from https://otis.coe.uky.edu/DDL/launch.php 2 Citizenship in the digital age (2017) Retrieved from https://www.iste.org/explore/articleDetail?articleid=192&category=Digital-citizenship&article=Infographic%3a+Citizenship+in+the+digital+age

semi-autonomous learning environment will serve to better prepare students to transition to college and/or to the work force immediately following graduation.

E. Rationale for the Selected Approach for the Target Population

Improving Pupil Achievement in the Target Population

In accordance with A.R.S. § 15-181, FPA will exist to provide a learning environment that improves pupil achievement in the target population. Pupil achievement is generally defined as the increase in student knowledge, competency, and preparedness for future endeavors.[44] Based on research, community outreach, and familiarity with the target population, FPA's proposed program of instruction will greatly improve students' academic performance, academic growth, knowledge, competency, and preparedness for future endeavors. While the rationale that links the principles and concepts fundamental to FPA's proposed program of instruction to improving pupil achievement in the target population is cited in the principles, concepts, and research-based best practices above and the specific metrics and goals outlined in section C, a few additional points are summarized below.

Knowledge and Competency - Student Competency is defined by AZDOE as a demonstrated ability in a skill at a specified performance level (A.R.S. § 15-101). FPA will increase knowledge and competency within the target population through measured improvement in academic performance by implementing the principles and concepts and research-based best practices cited above.

> *Academic Performance* – FPA's proposed program of instruction will serve to improve student achievement in Math, Reading, Writing, and Science as measured by state standardized exams and improve high school graduation rates within the target population (see section C below for metrics).

Target Population

FPA's primary target demographic will be 7-12 grade students residing within a 5-mile radius[45] of Mesa Dr. and Main St. in Mesa, AZ. The target population will include students seeking flexible schedules, small class sizes, technology-rich instructional methods, and access to STEM-related CTE courses designed to prepare students for college, vocational training, and/or STEM-related careers—particularly in the field of information technology. Based on geographic and demographic data, the target population will likely include a range of students who come from low socio-economic status, are at-risk for high school dropout, are English language learners, possess academic skills that are below grade level, and students in need of developing college and career skills.

An estimated 15,000-16,000 high-school-aged students and an additional 6,000-7,000 students in grades 7 and 8 reside within a 5-mile radius of the target site location.[46] A disproportionately high number of students in the target community are Hispanic (39%) compared to the rest of Arizona (30%).

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[44]Kingdon, G., Teal, F. (2007). Does performance related pay for teachers improve pupil achievement? Economics of Education Review, 26 (4) (2007), pp. 473–486; Rivkin, S., Hanushek, E. Kain, J. (2005). Teachers, schools and academic achievement, Econometrica, 73 (2) (2005), pp. 417–458; U.S. Department of Education | Definitions. (n.d.). http://www.ed.gov/race-top/district-competition/definitions

[45] This location is identified some or all of the following geographic features (some of which may overlap): Legislative District 26, Congressional District 9, Glenwood-Wilbur Neighborhood, and Zip codes 85201, 85202, 85203, 85204, 85210 as found in City-data.com

[46] Uses population data for Mesa. Source: http://www.city-data.com

The median household income is $32,917 per year, $1,585 per month less than the state median income of $51,932. 23.5% of the target population lives below the poverty line—50% higher than the state average. This suggests an increased number of at-risk students based on financial need. Children residing in the target site community are also more likely to be raised in single-parent households compared to the AZ average (42% vs 36%). Families are 15% more likely to rent a home or apartment rather than own compared to the state average. Statistically, renters are more likely to move with greater frequency than homeowners. These factors combine to show a community in dire need of intervention. FPA believes our unique educational offerings combined with our instructional methods, educational philosophy, and community involvement further described below can greatly benefit the targeted community.

All of these factors combine to show a community in need of intervention. FPA believes our unique educational offerings combined with our instructional methods, educational philosophy, and community involvement further described below can greatly benefit the targeted community.

Rationale

The rationale for focusing on STEM fields and the development of life skills for our target population is that these represent growing work-force needs that are currently underserved by many public schools. According to the Bureau of Labor Statistics, network systems and information security professionals can expect job opportunities to grow by 53 percent through 2018.[47] With Millennial unemployment rates on the rise[48], these fields offer valuable employment opportunities for today's high school graduates. In 2014 the unemployment rate for all 18-29-year-olds was 10.9%. This grew to 11.5% in 2015 and rose again to 13.1% in 2016.[49] Through a 1 to 1 student to computer ratio, IT elective courses that lead to industry specific certifications, and caring professionals qualified to meet these demands, FPA will help students better prepare for STEM related careers. In addition to developing work-specific skills, many students are in need of improving basic, everyday life skills. One of these skills is financial management.

The rationale for promoting finance principles throughout the curriculum and requiring students to complete a finance class is to encourage sound financial management skills within our target population. FPA believes that one of the most valuable skills a high school graduate should possess is the ability to responsibly manage personal finances. A recent study by ORC international surveyed 505 U.S. High School students to assess their financial acumen. The study found that as a whole, high school-aged students know very little about credit, taxes, interest, investments, and basic money management. 73% admitted to knowing "little to nothing" about how the stock market works. Over half had no savings and 41% of students surveyed think they are entitled to receive all paid taxes back upon filing a federal income tax return, or that they do not need to pay any at all.[50] Students acknowledge they are ignorant on these topics and want to learn more. 83% of high school students believe personal finance should be mandatory to graduate. 63% of students believe it is the responsibility of their parents to teach them about finances, yet only 26% of parents feel up to the task.[51] FPA believes that sound personal financial management is one of the most valuable skills a young adult can possess. Accordingly, in addition to our

[47] http://www.whitehouse.gov/sites/default/files/docs/stem_teachers_release_3-18-13_doc.pdf
[48] Bureau of Labor Statistics, United States Department of Labor, February 1, 2014, Retrieved March 1, 2017, http://www.bls.gov/web/empsit/cpseea 1 3.pdf.
[49] Bureau of Labor Statistics, United States Department of Labor, February 1, 2014, Retrieved March 1, 2017, http://www.bls.gov/web/empsit/cpseea 1 3.pdf.
[50] National Foundation for Credit Counseling, Inc. (2012). Financial Literacy Survey Exposes Significant Gaps In Grasp Of Personal Finance. Skills, April 2012.
[51] DoughMain, (2012). Study Reveals Need for Tools to Help Parents Teach Kids About Savings, February 17, 2012. Retrieved from: http://www.doughmain.com/odmpublic/ /Help%20Parents%20Teach%20Kids%20About%20Savings.

core classes and technology-focused electives, we will offer an elective course developed by the National Academy of Science that focuses on personal finance. Much of our math curriculum is also centered on applicable financial principles.

Proposed Outcomes and Student Experience

FPA will increase the high school graduation rate and test scores (AIMS, AzMERIT or comparable state approved examination) of our target population by providing increased focus on Arizona Standards, increased access to individualized and self-paced instruction, and improved access to supplementary resources (See section A.5). FPA will offer a rigorous college and career preparatory curriculum facilitated by college level AP courses, summative assessments aligned with College Level Examination Programs (CLEP), and elective courses that prepare students for industry leading IT certifications. FPA will gauge pupil achievement through implementation of an online learning system that will track student performance throughout the academic year. Additional methods will include monitoring achievement on standardized tests such as AIMS, AzMERIT, or comparable state-approved examination and completion of graduation requirements.

F. Consistency

The mission statement on the target population page is consistent with the narrative

A.2
Target Population

A.2 Target Population

This section will describe FPA's anticipated student population and explain how FPA's proposed program of instruction will address the needs of students and the community FPA intends to serve by improving pupil achievement and educational choice. It will identify current levels of academic performance within the target community and explain how implementation of FPA's program of instruction will meet the needs of the target population and improve pupil achievement. It will also address anticipated class size and student to teacher ratios with research supported rationale. This section will align with FPA's mission statement and the program of instruction described in A.3.

Mission

Freedom Prep Academy's mission is to provide motivated high school students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators.

A. Target Population

Identifying the Target Population

Primary Target Population – 7-12 grade students residing near Mesa Dr. and Main St. in Mesa, AZ

FPA's target demographic will be 7-12 grade students residing within a 5-mile radius[52] of Mesa Dr. and Main St. in Mesa, AZ. The target population will include students seeking flexible schedules, small class sizes, technology-rich instructional methods, and access to STEM-related CTE courses designed to prepare students for college and career readiness—particularly in STEM fields. Based on geographic and demographic data, the target population will likely include a range of students who come from low socio-economic status, are at-risk for high school dropout, are English language learners, possess academic skills that are below grade level, and students in need of developing college and career skills.

Secondary Target Population – K-12 distance learners

In addition to our primary target population, our research and community outreach efforts also show that FPA's rigorous program of instruction, targeted intervention, technology-rich instructional strategies, and college- and career-readiness curriculum will greatly benefit K-6 students and students residing outside of our target geographic location. For this reason, FPA has applied to offer Arizona Online Instruction (AOI) to (A) better meet the diverse needs of our primary target population and (B) to meet the needs of Arizona's growing K-12 distance learners. This subgroup is Freedom's *secondary* target population. And while the needs and interests of both populations and the features and benefits impacting both populations will be addressed throughout the academic, operational, and business plans, the primary focus of this section and the entirety of this application will be FPA's primary target population of 7-12 grade students residing within a 5-mile radius of the target site location of Mesa Dr. and Main Street in Mesa, AZ. For additional details relating to FPA's secondary population, see FPA's AOI Application submitted as an appendix.

[52] This location is identified by some or all of the following geographic descriptions (some of which overlap): Legislative District 26, Congressional District 9, Glenwood-Wilbur Neighborhood, and Zip codes 85201, 85202, 85203, 85204, 85210 as found in City-data.com.

The sections below will give a general overview followed by a more detailed description of FPA's primary target population including how FPA intends to identify and better serve students within the target community.

General Demography

In 2018, all Arizona schools combined to service 503,715 students in grades 7-12. 65%, or 334,936, resided within our general target market county of Maricopa. While the majority of these students (75%) attended public high schools, the total number of students attending charter schools has steadily increased by 5% year over year throughout the past decade.[53] This shows a growing shift away from public district schools and public toward charter schools. Our research suggests that a growing interest in more focalized, diverse, and relevant educational opportunities is driving this demand.

Target Site

The target site location for FPA will be on or near Mesa Dr. and Main St. in Mesa, AZ within the Mesa Public School District. FPA's target population will reside within a 5-mile radius of the proposed target site location. This includes the Westwood, Mesa High, Mountain View, and Dobson High School boundaries as well as the Kino, Carson, Poston, Taylor, Stapley, and Rhodes Junior High School Boundaries. The following maps show schools operating within a 5-mile radius of the proposed target site location.

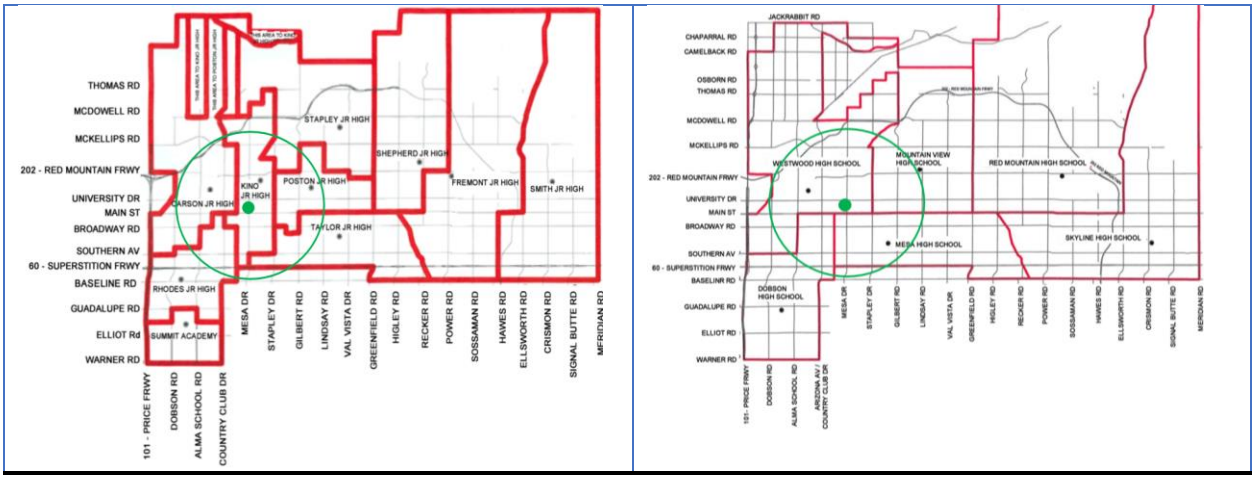


Image A.2.1: Mesa Public Junior High Schools (left) and High Schools (right) located with a 5-mile radius

The rationale for selecting this site location is that it serves a dense concentration of our target student population. Demographic data suggests that students as well as the surrounding community would greatly benefit from FPA's offerings. The following sections will provide a community analysis for FPA's target population.

Target Population Demographic Analysis of Community

The target site location of Mesa Dr. and Main St. in Mesa, AZ is located in zip code 85201 and intends to serve students primarily residing within a 5-mile radius of this site location. An estimated 15,000-16,000 high-school-aged students and an additional 6,000-7,000 students in grades 7 and 8 reside

[53] http://goldwaterinstitute.org/sites/default/files/GI-Policy%20Report258-final_1.pdf

within a 5-mile radius of the target site location.[54] This demonstrates a large and sustainable population from which to draw a student body.

The following chart shows demographic data for the community surrounding the target site location compared to Mesa and Arizona.

	Target Site[55] [56]	All Mesa[57]	All Arizona
Race[58]			
Hispanic	39%	27%	30%
White	47%	63%	57%
African American	5%	3%	5%
Native American	5%	2%	5%
Asian	2%	2%	3%
Other	2%	3%	3%
Median Income	$32,917	$47,561	$51,923
% Living below poverty rate	23.5%	16.6%	18%
Median Age	31.8	35.5	32.2
Family			
Household Size	2.6	2.6	2.65
% of single parent households[59]	42%	34%	36%
Educational Attainment			
Less than high school diploma	22%	13%	14%
High school diploma or equivalency	30%	24%	25%
Some college or associate's degree	31%	35%	34%
Bachelor's degree or higher	17%	26%	27%
Rent vs. Own			
Own	49%	63%	64%
Rent	51%	37%	36%

Table A.2.1: Target Site Surrounding Demographic Data

The data shows that a disproportionately high number of students in the target community are Hispanic (39%) compared to the rest of Arizona (30%). The median household income is $32,917 per year, $1,585 per month less than the state median income of $51,932. 23.5% of the target population lives below the poverty line—50% higher than the state average. This suggests an increased number of at-risk students based on financial need. Children residing in the target site community are also more likely to be raised in single-parent households compared to the AZ average (42% vs 36%). Families are 15% more likely to rent a home or apartment rather than own compared to the state average. Statistically, renters are more likely to move with greater frequency than homeowners. These factors combine to show a community in dire need of intervention. Freedom believes our unique educational offerings combined with our instructional methods, educational philosophy, and community involvement further described below can greatly benefit the targeted community.

Poverty and Free and Reduced Lunch

[54] Uses population data for Mesa. Source: http://www.city-data.com

[55] Demographic data for 5-mile radius surrounding target site location derived from a variety of sources including: Legislative District 26, Congressional District 9, Glenwood-Wilbur Neighborhood, and Zip codes 85201, 85202, 85203, 85204, 85210 as found in City-data.com

[56] http://www.city-data.com/zips/85201.html, http://www.city-data.com/neighborhood/Glenwood-Wilbur-Mesa-AZ.html

[57] http://www.city-data.com/city/Mesa-Arizona.html#b

[58] http://www.city-data.com/city/Mesa-Arizona.html

[59] http://www.arizonahealthmatters.org/modules.php?op=modload&name=NS-Indicator&file=map&iid=16709693

Using the percentage of students qualifying for free and reduced lunch (FRL) as an indicator of poverty, the data from each district Junior High and Senior High operating within a 5-mile radius of the target site location reflects an increased rate of poverty among the neighborhood's children. The combined weighted average of students receiving free or reduced lunch is 54.9%; 13% above the state average of 48.5%.

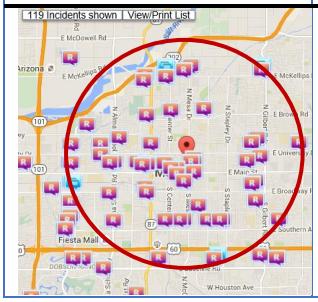
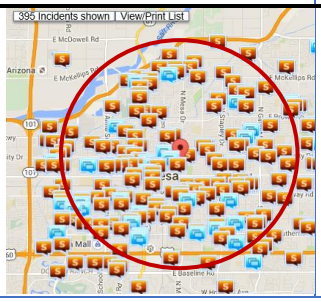
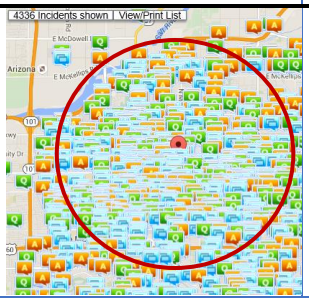
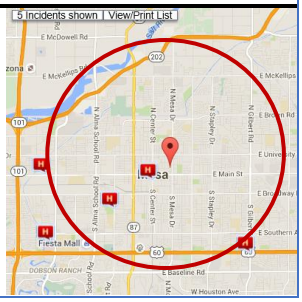
School[60]	Students Served	% of Free and Reduced Lunch
Carson	1110	77%
Kino	1070	83%
Poston	992	65%
Rhodes	958	74%
Stapley	951	25%
Taylor	1098	64%
Dobson	2386	57%
Mesa	3639	62%
Mountain View	3324	33%
Westwood	3456	68%
Weighted Average	**18,984**	**56.0% (48.5% = State Average)**

Table A.2.2: Free and Reduced Lunch Percentages

Crime and Drug Abuse

The heat maps below show crime incident reports within a 5-mile radius of the target site location over a 5-month period beginning Nov 1, 2017 and ending Mar 31, 2018. During this time, there were 119 reported robberies, 395 sexual assaults, 4,336 non-sexual assaults, and 5 homicides. This represents a higher than average violent crime rate for the number of people residing within the target community. During this same period there were also 256 alcohol-related crimes, 2,197 reported disorders or disturbances of the peace, and 2,520 drug related crimes within the community. The prevalence of violent crime and drug use correlates with lower income neighborhoods and communities with higher unemployment. These conditions are often symptoms of poor education, limited community involvement, and/or limited career and vocational opportunities. FPA believes our educational offerings can help improve these conditions within the community.

Violent Crimes (11/2017 – 3/2018)

Robbery - 119	**Sexual Assault - 395**	**Non-Sexual Assault - 4336**	**Homicide - 5**
			

[60] http://www.azed.gov/research-evaluation/arizona-enrollment-figures/2018

Quality of Life Crimes (11/2017 – 3/2018)

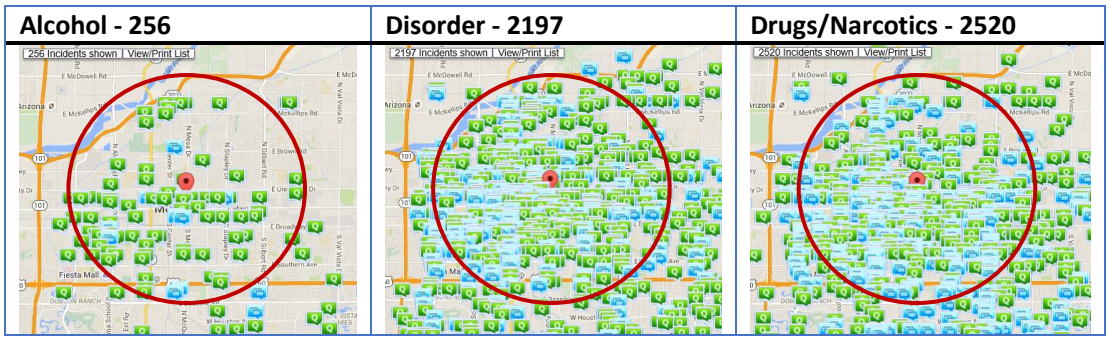


Image A.2.2: Crime and Drug Heat Maps[61]

English Language Learners

English Language Learners (ELL) makeup 5.8% of all District Junior High and Senior High students within the target population. This is slightly less than the state average of 5.9% despite having an overrepresentation of Hispanic students. This is primarily due to the fact that middle schools and high schools typically have a lower concentration of English Language Learners than elementary schools. While the representative ELL population is near the state average, it still represents an area of concern due to the high percentage of ELL students not graduating high school. U.S. Department of Education data shows that only 25% of English Language Learners graduate high school within 4 years.[62] The high population of Hispanic students (59.5%) also represents a high corollary risk of dropout within the target community.

School	Students Served[63]	% Hispanic	% of English Language Learners
Carson	1110	56%	6.9%
Kino	1070	74%	13.6%
Poston	992	52%	5.2%
Rhodes	958	63%	8.0%
Stapley	951	15%	1.1%
Taylor	1098	55%	5.6%
Dobson	2386	48%	3.7%
Mesa	3639	64%	6.7%
Mountain View	3324	27%	2.0%
Westwood	3456	54%	4.7%
Weighted Average	**18,984**	**50.1%**	**5.8% *(5.9% = state average)***

Table A.2.3: English Language Learners

Special Education (SPED)

The Special Education data below suggests that at 13.3%, the percentage of students requiring special education services is slightly above the state average of 11.4%.

School	Students Served	% of Special Education Students

[61] http://www.raidsonline.com/
[62] http://www2.ed.gov/documents/press-releases/state-2016-17-graduation-rate-data.pdf
[63] http://www.azed.gov/research-evaluation/arizona-enrollment-figures/

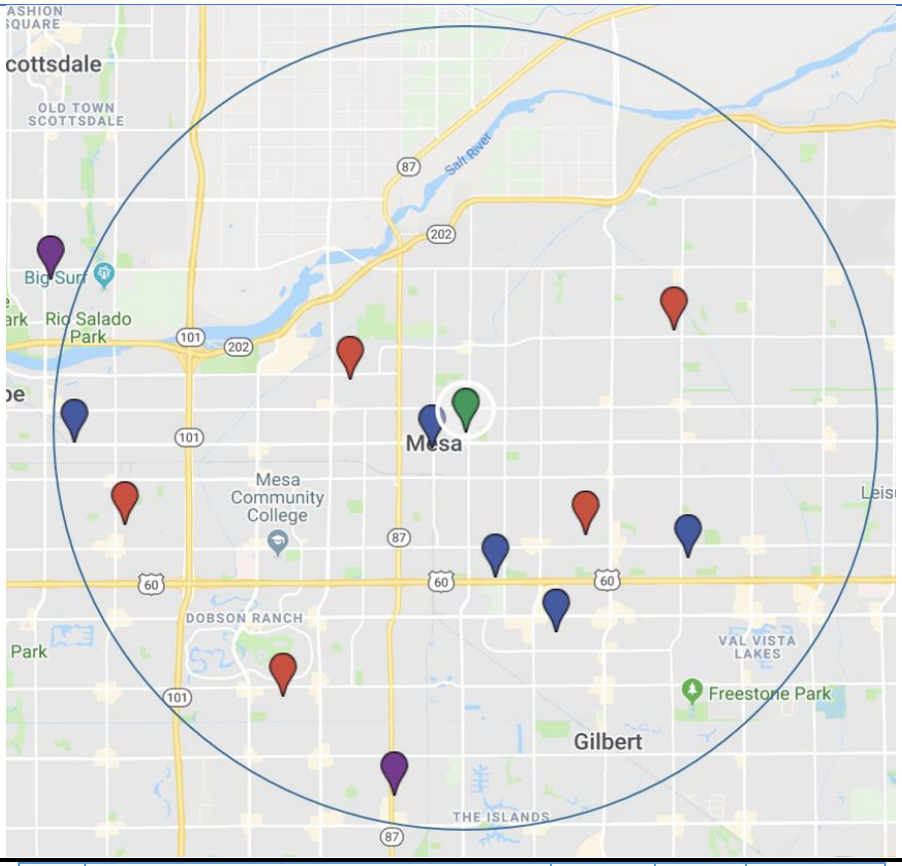
Carson Junior High School	1110	15.3%
Dobson High School	2386	12.3%
Kino Junior High School	1070	15.7%
Mesa High School	3639	13.7%
Mountain View High School	3324	11.0%
Poston Junior High School	992	15.8%
Rhodes Junior High School	958	12.8%
Stapley Junior High School	951	11.8%
Taylor Junior High School	1098	15.6%
Westwood High School	3456	13.5%
Total / Weighted Average	**18984**	**13.3% (11.4% = state avg)**

Table A.2.4: Special Education

Academic Achievement

The following will examine academic achievement results for students in grades 7-12 in the target community.

The map below shows high schools operating within a 5-mile radius of FPA's target site location. Red markers represent district schools, blue markers represent traditional charter schools, and purple markers represent alternative charter schools.



	School	Type	Grade	Enrollment
1	Dobson High School	D	C	2363

2	McClintock High School	D	B	1806
3	Mesa High School	D	C	3506
4	Mountain View	D	B	3257
5	Westwood High School	D	D	3282
6	Heritage Academy	CT	A	404
7	Sequoia Secondary	CT	C	276
8	Eduprize Gilbert	CT	A	106
9	Great Hearts Arete Prep	CT	B	262
10	New School for the Arts	CT	*	172
11	Primavera	CA-O	*	4227
12	Student Choice (79022)	CA	*	923
				20,584

D = District, CT = Charter (Traditional), CA = Charter (Alternative), O = AOI (Online)

Table A.2.5: Target Site Location (green dot) and High Schools located with a 5-mile radius

The table below shows the academic performance for the schools mapped above. Included is: the high school type (District, Traditional Charter, or Alternative Charter), distance from FPA's proposed site location, AZDOE Letter Grade, the percent of students passing the 2018 AZMerit and AIMS exams, the graduation rate, and student enrollment by grade level. Averages are weighted based on enrollment figures.

High School	Type	Distance	Letter Grade 2018	AZMerit Math 2018	AZMerit ELA 2018	AIMS Science 2018	Grad Rate 2017	9	10	11	12	Total
Dobson High School	D	4.6	C	24	28	34	76	630	569	586	578	2363
McClintock High	D	5.0	B	32	36	36	91	529	456	436	385	1806
Mesa High School	D	2.2	C	24	21	30	79	967	974	783	782	3506
Mountain View	D	3.3	B	42	42	61	85	887	863	784	723	3257
Westwood High School	D	1.8	D	21	25	27	73	980	868	757	677	3282
Heritage Academy	CT	0.5	A	51	76	35	96	103	111	91	99	404
Sequoia Secondary	CT	2.1	C	13	19	24	74	71	79	57	69	276
Eduprize Gilbert	CT	4.1	A	63	64	67	100	42	37	20	7	106
Great Hearts Arete Prep	CT	5.6	B	58	58	56	100	81	59	63	59	262
New School for the Arts	CT	6.6	B	27	51	35	87	35	42	53	42	172
Primavera	CA-O	*	*	23	36	33	19	267	611	935	1942	4227
Student Choice (79022)	CA	*	*	2	10	3	15	8	53	205	657	923
WEIGHTED AVERAGE[64]		3.58	1.7	26.9	31.7	35.4	65.2	4600	4722	4770	6020	20584

Table A.2.6: 9-12 Grade Students Attending a High School within 5 Miles of Target Location[65]

The table below shows academic performance for middle schools serving the target population. Included is: the middle school type (District, Traditional Charter, or Alternative Charter), distance from

[64] Weighted averages are calculated using total enrollment figures

[65] http://www.azed.gov/research-evaluation/arizona-enrollment-figures/

FPA's proposed site location, AZDOE Letter Grade, the percent of students passing the 2014 AIMS exams, and student enrollment by grade level. Weighted averages are weighted based on enrollment figures.

Middle School	Type	Distance	Letter Grade 2018	AZMerit Math 2018	AZMerit ELA 2018	AIMS Science 2018	7	8	Total
Carson (7-8)	D	2.3	C	25	24	49	495	524	1019
Kino (7-8)	D	1.5	D	16	18	28	503	529	1032
Poston (7-8)	D	3.4	C	39	36	58	483	478	961
Rhodes (7-8)	D	5.8	F	16	24	35	481	458	939
Stapley (7-8)	D	6.7	B	65	55	80	500	471	971
Taylor (7-8)	D	4.8	C	38	38	51	574	576	1150
Mesa Arts Academy	CT	1.7	A	48	50	69	24	26	50
Eduprize Gilbert	CT	4.1	A	57	61	67	123	133	256
Children First Academy	CT	6.3	D	8	7	14	24	28	52
Step Up School	CT	0.4	D	19	15	17	*	*	*
Imagine Tempe	CT	6.9	C	38	33	69	*	*	*
Vista Grove Prep	CA	5.5	*	6	17	21	*	*	*
Primavera	CA-O	*	*	23	36	33	141	274	415
		4.1	1.7	33.2	33.6	49.4	3374	3522	6896

Table A.2.7: 7-8 Grade Students Attending a Middle School within 5 Miles of Target Location[66]

Performance shown in these charts show a need and an opportunity to improve graduation rates and academic performance within the proposed target population. Middle schools have a weighted-average letter grade of D. Only 33.2% are proficient in Math, 33.6% are proficient in Reading, and 49.4% are proficient in Science. High schools have a weighted average letter grade of D. Math and Science pass rates are 26.9% and 35.4% while reading is 31.7%. FPA believes that our STEM-centric educational philosophy and our technology-rich blended learning environment will greatly benefit this target population—particularly in the fields of Math and Science.

B. Meeting the Needs of Our Target Population

Freedom Prep Academy (FPA) has conducted a thorough investigation of the geographic area and the target population. From this, FPA will target students who are disadvantaged and at-risk of failure due to academic, social, or economic factors; who need extra support and structure to be successful in an academic setting; and students seeking an increased focus on STEM fields, particularly information technology.

Freedom Prep will use the following components of our Program of Instruction to address these needs of our student population, while ensuring that our students experience rigorous academic instruction and social skill development leading to enhanced success in school, life, community, and future endeavors.

FPA proposes to provide a quality education program to students in the target community. The model and features, grounded in research and best practices, aim to address the most pressing educational and community challenges of the Target Population. Detailed further in section A.3, key

[66] http://www.azed.gov/research-evaluation/arizona-enrollment-figures/

aspects of the school model have proven successful in similar neighborhoods nationwide and in Arizona.[67] Rationale, supported by research and experiential data, that supports how FPA's program will meet the needs of the Target Population, including improving pupil achievement, is detailed below.

Need for Academic Excellence: Improving Student Achievement:

The academic statistics cited below; namely low student achievement outcomes across literacy and the STEM fields, as well as a low graduation rate certainly demonstrate the need for an excellent academic program that leads to increased pupil achievement in the target population.

1. Percent of High School Students Passing the state standardized Math exam – Currently **28.5%**
2. Percent of High School of Students Passing the state standardized ELA exam – Currently **32.2%**
3. Percent of High School of Students Passing the state standardized Science exam – Currently **40.1%**
4. High School Graduation Rate – Currently **65.2%**

With performance below the state average in each of the above categories, Freedom intends to immediately improve academic achievement in the target population. Specifically, Freedom plans to improve each of the above listed metrics by a minimum of 10% within 36 months of operations. This goal, summarized by the slogan 10-4 Freedom, will help unite students, staff, and community around a clearly defined and achievable goal. Through extensive research and school observation, the founding team has identified the following best practices that will increase the pupil achievement in the Target Population.

Implementing a Hybrid Learning[68] Model Designed to Meet the Needs of Our Target Population

Hybrid learning, also called blended learning, is the combination of **traditional in-classroom** and **online learning** that leverages technology to control some element of the time, place, path, or place of student learning. Hybrid learning allows teachers to completely individualize student-learning paths from Special Education to Advanced Placement while continuously monitoring student performance. FPA will implement hybrid learning as a key cornerstone of its academic program.

Other charter schools in similar demographics that utilize hybrid learning, including Carpe Diem in Yuma, Arizona, Rocketship in San Jose, California, and KIPP Empower Academy in Los Angeles, California, have become some of the top schools in the country utilizing this model.

Technology-Rich Instruction

FPA will integrate results-based and research supported courseware to enhance student's overall learning experience. FPA intends to integrate Acellus, or similar Direct-Instruction software such as Kahn Academy, NoRedInk, Pluralsight, Lynda.com, etc., with the Canvas Online Learning Management System (LMS) as a cornerstone of its individualized approach to student learning.

Acellus is the fastest growing learning system in America. The program is used by over one million students at schools in every U.S. state. Developed and continuously updated by the International Academy of Science, Acellus offers over 90 courses in Math, Science, English Language Arts, Social Students, and Elective/CTE courses for grades 7-12. This includes 12 AP courses approved by College Board and 10 courses designed to meet the needs of special education students.

[67] Multiple ideas and instructional strategies used to meet the needs of our target population and improve student achievement are adapted from Western School of Science and Technology, a Phoenix based Charter School.
[68] National Charter School Resource Center. (2012, September 12). Blended learning in charter schools. Retrieved from http://www.charterschoolcenter.org/webinars.

Canvas has been proven to significantly streamline instruction and increase student achievement and efficiency across a variety of demographics. Over 1,200 school districts and colleges have adopted Canvas LMS as a way to better meet staff and student needs. Canvas currently serves over 162,000 users on the Utah Education Network which includes some of the nation's top performing school districts. Dr. Brian Botts, Principal of Edison Collegiate High School, a top-rated school located in Punta Gorda, FL, attributes much of his school's success to the Canvas LMS. "We live, eat and breathe Canvas. We are 100 percent sold—it's very integrated into everything we do here."[69] Other schools improving instruction and student performance through Canvas include: Bethel, Edmonds, Ferndale, Franklin Pierce, Highline, Renton, Snohomish and Vancouver in Washington, as well as 77 school districts in Dallas, TX and 200 districts in Charlotte-Mecklenburg, NC.[70]

Data-Driven Instruction Tailored to Student Needs

The instructional program of FPA will include video instruction developed by the National Academy of Science designed to adapt and respond to students' individual needs and learning preferences. Acellus, a hybrid instructional platform, assesses student ability and performance through a Deficiency Diagnostics® program that then adapts instruction to better suit students' individual needs. This instructional method will help better serve the target population by meeting the diverse needs and diverse skills of FPA's student body.

Other schools operating in similar diverse, urban, and low-income communities have experienced phenomenal increases in pupil achievement through Acellus. For instance, Florence Township School District in New Jersey boosted graduation rates from 75% in 2011 to 90% in 2014 after implementing the Acellus Courseware. [71] Jane Macon School in Brunswick, GA experienced an immediate 6% AYP increase for two consecutive years after implementing the Acellus Courseware and achieved a 99% pass rate on the EOCT exam for Algebra.[72]

Parental Communication and Access

(1) Academic Open Houses

FPA will host quarterly open houses to inform parents and guardians of student achievement. FPA firmly believes and studies show that parental interest and involvement is critical to student success. At the start of each school year and at the end of each 9-week quarter, FPA will host an open house for parents and students to review grades and performance and interact with teachers. This in-person communication will be in addition to real-time updates throughout the school year.

(2) PTSO and Community Outreach

Parents and other community members will be actively involved in the planning, program design, and implementation of FPA.

During the planning and preparation phase, the Founding Director will reach out to community groups for their input on what features they would most like to see in a local charter school. This will also involve an in-depth discussion about how FPA can best meet

[69] http://www.canvaslms.com/case-studies/Case_Study_Edison_Collegiate_HS.pdf
[70] http://www.canvaslms.com/news/press-releases/canvas-builds-k12-momentum-2015
[71] https://www.science.edu/Acellus/feedback/feedback-admin.php/
[72] Ibid.

the community's needs. The Founding Director will also reach out to the surrounding K-8 district Parent-Teacher-Student Associations (PTSAs) in an effort to conduct parent outreach efforts. Using focus group meetings, in-person discussions, home visits, and/or surveys, the Principal/Director will ask parents what additional features they would most like to see in a local charter high school and how FPA can best meet the individual needs of their children. After FPA begins, FPA will continue outreach to community and parent partners.

Addressing a Need for College and Career Preparation

The adult educational outcomes in the Target Population suggest a need for a college and career preparatory educational program. It is widely noted that a college degree is key to both increased long-term career prospects and lifetime earning potential. FPA proposes a college and career-preparatory educational program to address this community need and help connect students with opportunities for advancement in the new, global, technological economy.

FPA believes that all students can and should apply, matriculate, and graduate from college or a vocational program. To that end, FPA will provide Advanced Placement (AP) courses as a cornerstone of its curriculum. AP courses can in many cases lead to college credit. In addition, FPA will offer courses and instruction to prepare students to pass CLEP exams that also award college credit. FPA will also offer CTE elective courses that prepare students to earn industry-relevant IT certifications. These offerings will assist students within the target demographic to make college and career goals more accessible.

STEM Focus

As mentioned previously in section A.1, the global, national, and Arizona economies are all moving towards a greater focus on STEM jobs. FPA will focus on the STEM fields by providing innovative coursework as well as collaborate with STEM professionals when creating curriculum. This focus on STEM education, particularly in technology, will better prepare FPA students for college and career opportunities in the STEM fields. Additionally, elective courses focused on STEM fields will increase students' exposure to Math and Science resulting in crossover learning of core academic content.

Community Involvement and Community Partnerships

FPA will reach out to and call upon the local community to help reach organizational, academic, and career goals.

Community Outreach and Involvement – Mesa Arts Center

Before and After School Activities - FPA has created a community partnership with the Mesa Arts Center to help accommodate students' extracurricular needs. The Mesa Arts Center (MAC) is a 210,000 square foot performing and visual arts complex located less than 1 mile from FPA's target site location. The center includes 14 visual and performing art studios which aim to "enrich community, promote educational outreach, and foster an appreciation for the arts." FPA has negotiated with MAC Studio Arts Director Billy Jones to provide two 1-hour classes before school and two 1-hour classes after school at no cost to interested FPA students. These extracurricular activities may include music, theater, photography, pottery, graphic arts, dance, and jewelry.

Studies show extracurricular activities greatly benefit disadvantaged students. Statistically, teenagers involved in clubs and activities are less-likely to commit crime and less-likely to use drugs or alcohol and more likely to graduate high school. [73]

Community Outreach and Involvement – Business Relations

FPA will create business partnerships and invite community leaders and STEM field professionals to discuss real life application of technology and computer science principles taught and learned in class. Management will also organize quarterly field trips for students to visit successful organizations operating in STEM fields. Some relationships have already been established such as partnerships with GoDaddy, University of Phoenix, and Infusionsoft.

GoDaddy - GoDaddy is a global leader in web hosting and data storage and ranked among Arizona's top 50 employers. Arrangements have been made to allow FPA students to tour GoDaddy's 150,000 square foot global technology center in Tempe.

University of Phoenix – University of Phoenix is one of the nation's largest education providers and ranks among Arizona's top 15 employers. Arrangements have been made to allow FPA students to tour their 90,000 square foot Phoenix Riverpoint data center.

Infusionsoft (keap) – Infusionsoft is a software solutions provider that offers an e-mail marketing and sales platform for small businesses, including products to streamline the customer lifecycle, customer relationship management, marketing automation, lead capture, and e-commerce. In 2013, Fortune Magazine ranked Infusionsoft Arizona's top place to work for Millennials and the 17th Best Medium Workplace in the United States. Infusionsoft is known for blending fun and focus. With a football field and basketball court inside their building and free all-you-can-eat cereal for their employees, Infusionsoft offers techies an exciting and innovative place to work. Infusionsoft has agreed to allow FPA students tour their Chandler-based facilities.

The primary purpose of these field trips will be to connect principles and concepts discussed in class to real-world applications and to also help disadvantaged students prepare and plan for future career opportunities.

Community Outreach and Involvement – Service

FPA will arrange for students to provide 12 hours of community service per year (6 each semester). FPA believes every high school student should learn and develop life skills that help students become successful, productive adults. This includes developing civic awareness, social responsibility, and empathy for others. The Hampton Youth Civic Engagement Project, a study that began in Hampton, VA in 1990 and now continues as a model for youth development today, has shown how fostering civic engagement for teenage youth through service activities has a significant impact on how they interact with their community as adults. A follow up study found that now, three decades later, participants in that youth engagement program outperform their peer groups in three key measures of citizenship: the ability to engage in civic discourse, passion for their community, and leadership skills. The community also showed a disproportionate decrease in crime rate compared to similar and Hampton's voting rate—an indicator of civic

[73] Gottfredson, Denise. School Based Crime Prevention: https://www.ncjrs.gov/works/chapter5.htm

engagement—is about 20 percent higher than similar communities.[74] FPA management will seek out and organize safe and productive opportunities within the community to meet this need.

Community Outreach and Involvement – Coding Club

AZCodeClub (on site) – AZ Code Club is an Arizona-based organization that partners with libraries and schools throughout the country to help kids and teenagers learn computer programming. The program is free and helps "demystify technology" by introducing relevant skills in a fun and imaginative way. Students age 8-18 learn to create games and animations and write code and programs. FPA management has partnered with AZCodeClub to offer a 2-hour coding class 1-2 nights each week. FPA's technology lab will be available to community members during this time to learn valuable computer and programming skills for free. This will help build goodwill within the community and also give prospective middle school students and community members the opportunity to explore FPA's campus.

Recognition and Awards

FPA will host quarterly awards and recognition ceremonies to recognize student achievement. Studies show that tangible awards and public recognition positively impact student morale and boost future achievement.[75] Recognition meetings will be open to the public and serve to recognize students' achievements in front of their peers, parents, teachers, and staff. Achievement awards will also be showcased on the school's website as appropriate.

Continuously Proactive Professional Growth

FPA believes that the teacher in the classroom or behind the computer monitor is one of the most important factors that influence student achievement. For this reason, FPA will aim not only to recruit excellent teaching staff, but also commit to continuously develop, train, and grow its existing staff. Professional growth will take place within the context of Professional Learning Communities (PLCs). PLCs have a clear research basis as a best practice.

Leading researchers (including Fullan, Schmoker, and Marzano) advocate for the implementation of PLCs as effective structures for academic programs, as do leading educational organizations (including the CCSSO and NEA). The National Teaching Standards and Standards for Professional Learning also incorporate PLCs into their standards.[76]

PLCs will be responsible for co-observation and debrief cycles, action research, and professional development sessions. PLCs will be supported and guided by school leadership in these tasks. These systems will continuously improve FPA's teachers, leading to continuous improvements in pupil achievement. In addition, continuous coaching, feedback, and instructional adjustment will be central to the instructional program of FPA. This will also continuously improve the effectiveness of FPA's educators.

Instructional Best Practices

[74] Putnum, Robert. 2003. Better Together: Restoring the American Community

[75] Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement by Robert Marzano (2001)

[76] Laczko-Kerr, I. (2012). Creating systems to support student learning. Retrieved from http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrid=EB58D789884A.

The academic program of FPA depends on effective teachers utilizing proven instructional best practices, including objective-driven instruction, cooperative learning structures, high-yield instructional strategies, Socratic seminars, and differentiation strategies.

Scholarship by noted education researchers, including Carol Ann Tomlinson,[77] Spencer Kagan,[78] and Robert Marzano[79] has indicated that such instructional best practices can lead to significant increases in student learning, including among underprivileged student populations, such as those in the Target Population.[80]

Problem-Based Learning

Science and enrichment courses will implement problem-based learning. Problem-based learning incorporates students solving real-world "problems" in their studies. Problem-based learning is used in several Arizona STEM-model schools and has been shown to increase student motivation, which in turn has been proven to lead to improved pupil achievement.

Need for Individualized Education and Support

The target community of FPA, as demonstrated by the statistics above, includes students with varied learning needs – including underachieving students, special education students, and English Language Learners. The academic program of FPA will address the individual education needs of all of these students.

Special Education

Based on market research, approximately 10% of FPA students will be receiving special education services. To accommodate their needs, FPA will contract with certified special educators and train all students in best practices regarding the education of students receiving special education services.

In addition, the Response to Intervention (RTI) model – a crucial component of the academic program – will facilitate easy identification of students needing special education services.

English Language Learners

Similarly, FPA anticipates a high number of English Language Learners (ELLs) based on demographic data presented above. To accommodate the academic needs of these learners, FPA will ensure that relevant staff are SEI certified and receive continuous training on how to best serve the needs of ELLs.

Economically Disadvantaged Students

In an effort to assist economically disadvantaged students, FPA will offer the following:

(1) *Extend Campus Evening Hours for students to work on campus*
    a. 6PM - 8PM After Hours Program

[77] Tomlinson, C. A., et al. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: a review of literature. Journal for the Education of the Gifted. Vol. 27, Number 2/3.
[78] Kagan, S. (2008, Summer). Kagan structures simply put. Retrieved from http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK38.php.
[79] Marzano, R., D. Pickering, and J. Pollock. (2004). Classroom instruction that works. Pearson: New York.
[80] De Gallow. What is problem-based learning? Retrieved from http://www.pbl.uci.edu/whatispbl.html.

(2) *Partner with community facilities that offer computers and Internet access outside of campus hours*

a. Mesa Public Library (10AM – 9PM) – 64 E. 1st Street – 0.25 miles from target site location

(3) *Laptop Check-Out Program*

a. FPA will also ensure wi-fi enabled tablets, laptops, or Chromebooks are available for disadvantaged students to check out and use outside of class to ensure that lack of technology in the home of disadvantaged students will not pose a barrier to academic success.

These initiatives, programs, and outreach efforts will serve to address key challenges and to benefit FPA's disadvantaged students by improving academic achievement on state standardized exams, increasing high school graduation rates, increasing pupil college and career readiness, improving community involvement, and preparing students for life beyond high school.

FPA Education will benefit the proposed target population by improving academic achievement on state standardized exams, increasing high school graduation rates, increasing pupil college and career readiness, improving community involvement, and preparing students for life beyond high school. FPA's vision, mission, and educational philosophy will help accomplish these objectives by creating a learning environment that closely resembles what students are likely to experience after graduation. FPA's small campus size, flexible curriculum, and semi-autonomous learning environment will serve to better prepare students to transition to college and/or to the work force immediately following graduation.

C. Class Size

Freedom Prep Academy will provide an estimated student-teacher ratio of 15:1 in years 1-3.[81] FPA plans to maintain class sizes of approximately 12-20 students per class and a student/teacher ratio of 12-20 students per full time equivalent (FTE) teacher.

	Yr 1 Instructional FTE	Yr 2 Instructional FTE	Yr 3 Instructional FTE
TOTAL ENROLLMENT	**60**	**300**	**540**
Instructor/Teacher	3.0	15.0	27.0
Coach/TA (1FTE = 2PT)	1.0	5.0	9.0
Total Instructional FTEs	**4.0**	**20.0**	**36.0**
Student Teacher Ratio	**15:1**	**15:1**	**15:1**

Table A.2.8: FPA 3 Year Instructional Staffing Projections and Student to Teacher Ratio

Smaller class sizes will allow FPA to provide a more individualized approach to education and increased feedback and interactivity between students and teachers. Studies show that increased individual attention has led to improved pupil achievement. An urban New York City public high school study from 2005 showed that students in smaller classes with greater teacher interaction had significantly lower drop-out rates, higher grades, and received better results on their college entrance exams. After

[81] Student Teacher Ratio (2014). The Glossary of Education Reform. Retrieved from: http://edglossary.org/student-teacher-ratio/ FPA estimate based on total anticipated enrollment divided by Full Time Equivalent (FTE) teachers. EFTE teachers excludes contracted SPED providers, Acellus Master Teachers, and teaching assistants.

four years in a small class, the graduation rate for free-lunch students more than doubled, and their likelihood of graduating equaled those who were not economically disadvantaged.[82]

D. Consistency

The target population provided on the Target Population Page in the online application wizard is consistent with the narrative in this section

[82] Class Size Matters. (2012). Class size matters. Retrieved from http://www.classsizematters.org/

A.3
Program of Instruction

A.3 Program of Instruction

This section will provide an overview of FPA's Program of Instruction including curricula, methods of instruction, and methods of assessment that support FPA's educational philosophy and improve pupil achievement in FPA's target population. It will describe the curriculum of the core academic content areas and demonstrate alignment to FPA's educational philosophy and Arizona State Standards. It will also outline formative and summative assessment strategies that are consistent with FPA's educational philosophy (A.1) and academic systems plan (A.5).

A. Curriculum Framework for Academic Core Content Areas

FPA Education Service integrates teacher supervision and instruction with Acellus Courseware. Acellus was created by The International Academy of Science and each course provides video instruction and utilizes Deficiency Diagnostics and Customized Personal Instruction to offer a comprehensive feedback system that responds to users' interactions by modifying the curriculum to fit individual needs. Based on each student's performance, Acellus creates an individualized experience, ensuring that each student has a chance to succeed at learning.[83]

Mathematics

Freedom Prep Academy's program of instruction includes a required math course each year. All math instruction will be backwards aligned to the requirements of both Arizona State Standards and the AP Calculus exam, even in middle school. To increase the relevance of the mathematics curriculum, where applicable, natural interdisciplinary overlaps will be drawn to science and other STEM fields. Mathematics curricular materials will be a combination of rigorous Acellus Courseware and teacher-created materials that drive toward the end goal of success on the AP calculus exam.

In 7th grade, students will complete **Grade 7 Math**. Grade 7 Math demonstrates how to solve real-world problems by applying basic concepts of Algebra and Geometry and by using proportional relationships. Students learn how to use statistical data to make inferences and how to use and evaluate probability models.

In 8th grade, students will complete **Grade 8 Math (Pre-Algebra)** or **Grade 8 Math** (**Algebra I)**. Both courses teach students the basic principles, rules, and operations of working with expressions containing variables. *Students completing Algebra I in grade 8 instead of grade 9, will continue the following math sequence for grades 9, 10, 11, and 12: Geometry, Algebra II, advanced math 1 (Trigonometry), and advanced math 2 (AP Calculus AB).*

In grades 9-12, Freedom Prep Academy's math curriculum covers four major conceptual categories: algebra, geometry, number and quantity, and functions. Students must pass four credits of math. Students will be grouped by skill based on assessment. Additionally, students in grades 9-12 assessed in the bottom quartile in math achievement in the previous year will be offered an additional math course: FUNMath. This is an intervention course designed to remediate math deficiencies. All of the school's math courses were designed by the National Academy of Science and are aligned to the National Council of Teachers of Mathematics (NCTM) and Arizona's College and Career Readiness Standards.

In 9th grade, students will complete **Algebra I**. Algebra I teaches students the basic principles, rules, and operations of working with expressions containing variables.

In 10th grade students will complete **Geometry**. Geometry provides students with a basic knowledge of Euclidean Geometry.

In 11th grade, students will complete **Algebra II**. Algebra II builds upon the algebraic concepts taught in Algebra, continuing on to functions, expressions, etc. and providing students with a more in-depth understanding of algebraic concepts.

In 12th grade, students will complete one of the following advanced math courses:

PreCalculus: Pre-Calculus covers topics that students must understand to tackle the rigorous AP Calculus AB course.

AP Calculus: AP Calculus is an advanced placement course providing students with the curriculum required by the College Board for AP Calculus AB. Students completing this course will be able to take the AP Calculus AB exam, enabling them to earn college credit for taking this course while still in high school.

[83] *Acellus Learning System* (n.d.). Retrieved from International Academy of Science website, http://www.science.edu/Acellus/acellus5/how-acellus-works.php

Trigonometry: In Trigonometry, students learn about the relationships between the sides and the angles of triangles and how to make calculations based on them using trigonometric functions.

English Language Arts

FPA's English Language Arts courses will be backwards aligned to the requirements of both Arizona State Standards and the AP English Exam. Courses will use age-appropriate literature, graphics, and video instruction to engage students at every stage of the learning process.

Reading - Arizona College and Career Readiness Standards, English Language Art (ELA) standards will serve as the basis for reading curriculum for Freedom Prep Academy. Teams of teachers and administrators will create curriculum maps identifying the pacing for Standard introduction, practice, and mastery assessment. Based on these maps, these teams will prepare instructional units using readings from the Core Knowledge sequence, taught using the blended/scaffolded/small-group method central to our educational philosophy. The Core Knowledge Sequence consists of higher-level novels. These novels will be read by students in their respective grade levels or used as read-alouds by the teacher. To meet the standards of informational text, students will read authentic passages that align with the Core Knowledge domains of study at each grade level. It is critical that students are taught to use a variety of reading strategies using various media to enable student success. ELA units will be aligned with units in Science and Social Studies, with science and history readings being used to teach Reading for Informational Text standards, and period and historical fiction used to teach Reading for Literature standards. Additionally, reading for comprehension and critical analysis will be used in Canvas learning teams.

Writing - Arizona College and Career Readiness Writing Standards will serve as the basis for writing curriculum at Freedom Prep Academy. The CCR grade-specific anchor standards will drive FPA's curriculum and instructional content. Teams of teachers and administrators will create curriculum maps identifying the pacing for Standard introduction, practice, and mastery assessment throughout the curriculum. Based on these maps, these teams will prepare instructional units using readings from the Core Knowledge sequence, taught using the blended/scaffolded/small-group method central to FPA's educational philosophy. This curriculum ensures students will learn a variety of grade-level-specific writing and literary skills. Online journals and cross-curriculum discussion questions will help develop student writing skills. Consistent implementation of writing and grammar across the curriculum enables students to become better communicators and thinkers.

Freedom Prep Academy's program of instruction includes one English Language Arts course each year. Additionally, students in grades 7-12 assessed in the bottom quartile in reading achievement in the previous year will be offered Reading II, a reading intervention course designed to help students become successful readers, including ELL students.

In 7th grade, students take **Grade 7 Language Arts Reading**. This course focuses on the techniques for evaluating literature and grasping meaning from informational texts to improve reading enjoyment and comprehension and to increase writing skills.

In 8th grade, students take **Grade 8 Language Arts Reading**. This course uses literary classics to teach students to analyze literature and recognize literary structures and devices and reinforces writing skills through the mechanics of a logical and organized writing process in various types of texts. It presents keys for improving grammar, spelling, and vocabulary according to the conventions of standard English.

In 9th grade, students take **High School English I**. This course provides a detailed investigation of literary techniques and devices, using classics from American and English literature as examples. Students learn to recognize these techniques and to incorporate them into writing.

In 10th grade, students take **High School English II**. This course uses examples from classics of literature to help students to achieve college-readiness in the areas of literary techniques, vocabulary, and grammar.

In 11th grade, students take **Survey of American Literature**. This course uses the works of the masters to give the student a well-rounded look at American Literature and enhance their ability to enjoy and produce literature.

In 12th grade, students take **College Prep English**. In this course, students are taught practical strategies for effective writing in college or on the job, including how to write scholarly essays, concise technical reports, compelling resumes, and professional business emails. The focus of this course is to empower college and employment-bound students for success in their post-high school endeavors.

Reading and Writing across the Curriculum

Students must be able to confidently navigate and produce text in a variety of subjects in order to be successful in the real world. Freedom Prep Academy prepares students for college and the workforce by incorporating reading and writing across the curriculum. Students must analyze relevant research and summarize their findings. This requires the ability to understand complex informational text and express that understanding.

Social Studies

Freedom Prep Academy' social-studies program will be aligned with Arizona standards. The program is designed to equip students with a solid foundation in U.S. history, world history, and geography as well as a strong understanding of U.S. government and the responsibilities and impact of its citizens. In addition, FPA provides a mandatory personal finance course designed to prepare students with the skills and knowledge needed to shape their financial future. The course will provide a tool-kit of knowledge resources that serve to empower students to make informed financial decisions through real-world topics. Throughout the social studies curriculum, students will build academic vocabulary and critical thinking skills. Students will progress their reading and writing skills as they learn to construct strong arguments and support their ideas.

In 7th grade, students take **Middle School American History**.
In 8th grade, students take **Middle School Ancient Civilizations**.
In high school, students must take a minimum of four credits of social studies, one of which must include a personal finance course.
In 9th grade, students take **U.S. History**.
In 10th grade, students take **World History** or **Geography**.
In 11th grade, students take **U.S. Government**.
In 12th grade, students take **Personal Finance**.

Science

Freedom Prep Academy' science program will be aligned with AZ state standards. The science courses present theory as well as labs and experiments, giving students a full and interactive science learning experience. The science program is designed to help students learn scientific content and skills through inquiry-based learning, developing background knowledge and skills, and a deep understanding of physical science.

In 7th grade, students take **Earth Science**.
In 8th grade, students take **Physical Science**.

FPA requires students to take a minimum of four years of science in grades 9-12.
In 9th grade, students take **Physical Science**, which is a prerequisite for the more advanced sciences as it provides them with a solid foundation of the basic principles and skills of science.
In 10th grade, students take **General or Honors Biology**.
In 11th grade, students take **General or Honors Chemistry**.
In 12th grade, students may take **General or Honors Physics or Anatomy**.

B. Methods of Instruction

Great teaching that engages students and fosters their desire to learn is an integral part of Freedom Prep Academy's vision and mission. At FPA, teaching is an integrated effort of in-class qualified and caring professionals and web-based video instruction by award-winning teachers. Freedom Prep Academy blends the personal approachability of its teachers and support staff with research-based, online education courseware. The two components work together to reach students at all levels, allowing them to build confidence and mastery as they progress through their classes.[84]

Hybrid Learning - Hybrid Learning, also called blended learning, is the combination of online and traditional classroom learning that leverages technology to control some element of the time, place, path, and pace of learning. FPA will integrate blended learning as a central method of instruction across all of its curriculum. Carpe Diem, a school in

[84] *Acellus Learning System* (n.d.). Retrieved from International Academy of Science website, http://www.science.edu/Acellus/acellus5/how-acellus-works.php

Yuma, Arizona, utilizes Hybrid Learning and has risen to the top 10% of Arizona charter schools.[85] A recent study by the New Media Consortium Horizon Report points out that most colleges and universities have adopted blended-learning models. "Blended learning combines the benefits of the technology of online learning with the accessibility of working with teachers face-to-face. Access to more online resources in whatever format students learn from best, accessible wherever and whenever they want, enables better learning outside of the classroom. Add to that a greater availability of teachers once in the classroom and you have a powerful tool that provides students with the best of both worlds."[86] Hybrid learning will particularly benefit FPA's target population by providing students greater control and autonomy over their learning and greater flexibility and customization in their schedule. Based on market research and parent feedback from within the target population, these are important features to students and parents.

Technology-Rich, Self-Blended, Personalized Learning - Consistent with FPA's mission to provide students a technology-rich learning environment taught by caring and knowledgeable educators, FPA will offer a 1 to 1 student to computer ratio to promote a self-blended, personalized learning environment. Each student will have access to a personalized computer that accesses course specific software and provides individual course content, structured objectives, competencies, learning activities, and assignments. Students will have access to self-paced educational resources such as instructional videos, articles, textbooks, audiobooks, simulated learning activities, quizzes, tests, assessments, grades, and group discussion forums. Bill Gates, a strong supporter of self-blended, personalized learning said it wasn't until he began to teach himself how to code in junior high that he developed a passion for learning. He said, "At its best, personalized learning doesn't just let students work at their own pace. It puts them in charge of their own academic growth."[87] This method of instruction will greatly benefit students in the target population by allowing students of varied learning abilities to control certain elements of the time, path, pace, and content of their education.[88]

Response to Intervention (RTI) Model[89] - FPA will utilize the response to intervention (RTI) model to structure classroom instruction. RTI has been broadly described as a process in which students are provided quality instruction, their progress is monitored, those who do not respond appropriately are provided additional instruction and their progress is monitored, and those who continue to not respond appropriately are considered for special education services [or individual remediation and/or enrichment].

RTI has been found to be a successful instructional model for all learners to receive individualized instruction to meet their needs – a key goal of FPA. RTI is seen as a three-tiered model that assesses students' ability to perform based on three distinct instructional delivery methods.

Tier 1 consists of a universal instructional delivery system: This is delivered in the form of on-line and in-classroom instruction for all learners. It is delivered with curriculum and content consistent with grade-level expectations and at a uniform pace utilizing highly-effective, research-supported instructional strategies. 80-90% of students can be expected to master essential learning outcomes (ELOs) at this level, differentiation occurs when students are unable to meet ELOs.

If In-Class Formative assessment results suggest a student has not mastered particular ELOs to the level of mastery set by the Governing Board, students will move to Tier 2 intervention. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills. Remediation will occur using targeted remediation courses provided via Canvas and Acellus. Teachers will design online learning paths to address gaps in mastery. Students will be continuously progress monitored throughout Tier 2 interventions.

Tier 3 is reserved for learners still not responding to Tier 1 and Tier 2 instruction. Intensive Intervention in Tier 3 is individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one and small-group online and in-person settings. Progress monitoring will be constant. Students still not responding through Tier 3 interventions will be referred to Special Education services.

[85] National Charter School Resource Center. (2012, September 12). Blended learning in charter schools. Retrieved from http://www.charterschoolcenter.org/webinars.

[86] http://www.nmc.org/publication/nmc-horizon-report-2015-higher-education-edition/

[87] http://www.gatesfoundation.org/Media-Center/Speeches/2015/10/Remarks-at-USP-Education-Learning-Forum

[88] William D. Muirhead, (2000) "Online education in schools", International Journal of Educational Management, Vol. 14 Iss: 7, pp.315 - 324

[89] Bradley, R., L. Danielson, and J. Doolittle, "Response to Intervention". Journal of Learning Disabilities 38.6, Nov./Dec. 2005. Pp. 485-6.

Flipped Learning[90] - Flipped Learning refers to the pedagogical approach in which individual instruction is followed by collaborative, guided application, as opposed to group instruction followed by individual or independent application. The resulting group environment is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. The four pillars of FLIP are Flexible Environment, Learning Culture, Intentional Content, and Professional Educator. Each of these are defined as:

Flexible Environment: Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

Learning Culture: In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

Intentional Content: Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

Professional Teacher: The role of a Professional Teacher is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, assessing their work and providing them with frequent specific feedback relevant in the moment, and assessing their work. Professional Teachers are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Teachers take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur

Research-Based Instructional Best Practices - In the context of FPA's Hybrid/RTI model, FPA's teachers will utilize research-based instructional best practices to deliver content and curriculum to students. Teachers will receive ongoing training in FPA's instructional methodologies during professional development trainings delivered throughout the year (See A.5). Instructional best practices, as identified through extensive bodies of research and specifically aligned to FPA's target population, include:

Objective-driven instruction - All lessons at FPA, including hybrid learning lessons, will be driven by objectives that align to FPA's curricular ELOs, formative and summative assessments, and AZ College and Career Readiness Standards. Research suggests that lessons designed with the end in mind, or backwards-aligned from clearly defined objectives, are more effective than those which are not.[91]

Cooperative learning structures - Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. Students work together to learn and are responsible for their teammates' learning as well as their own.[92] Cooperative learning structures are designed to "increase academic achievement, improve social skills and social relations, improve thinking skills, reduce discipline problems, and [facilitate the] acquisition of leadership and employability skills."[93] A minimum of one assignment that incorporates cooperative learning structures will be utilized in every class.

Socratic seminars[94] - Socratic seminars are designed to allow participants to deeply understand a text or a concept. Socratic seminars involve advanced reading of a text followed by prepared questions and discussion starters. Students then participate in discussion groups related to their topic of study with the teacher modeling

[90] Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™

[91] Marzano, R., D. Pickering, and J. Pollock. (2004). Classroom instruction that works. Pearson: New York.

[92] Kagan, S. (1994). Cooperative Learning. San Clemente, California: Kagan Publishing.

[93] Kagan, S. (1995). Group grades miss the mark. Educational Leadership, 52, 68-72.

[94] Readwritethink.org. (2012). Strategy guide: Socratic seminars. Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html.

and facilitating dialogue. FPA teachers will facilitate Socratic dialogue via breakout sessions in the classroom and through online discussion forums across the curriculum. For blended Socratic seminars, teachers will arrange groups of students into online learning teams and then facilitate online discussion forums that allow students to interact with their peers in threaded discussion forums through video, audio, and written communication. This method of instruction will help students in the target population (1) to promote a culture of teamwork--which is a foundational element for academic growth, (2) to encourage problem solving and critical thinking, and (3) to develop essential written and verbal communication skills through mediums of technology.[95] According to a study in the Journal of the Association for Communication Administration, employers cited effective written communication and problem solving skills as two of the most undeveloped skills found in new employees.[96]

High-yield instructional strategies - High-yield instructional strategies are the strategies identified as most effective in the meta research of Robert Marzano. High-yield strategies will be utilized in all in-person classrooms. Such strategies include vocabulary building and instruction, feedback and praise, graphic organizers, identifying similarities and differences, goal-setting, generating and testing hypotheses, and summarization.[97]

Differentiation Strategies - Differentiation can be defined as "a strategy that plans for and designs assignments, lessons, activities, tasks, and projects to match student needs…students [will] learn the same concepts or skills but may approach them through different activities."[98] Differentiation is a crucial aspect of effective instruction at all levels of the RTI model and integral to FPA's educational philosophy. Teachers will differentiate content, process, or product according to students' readiness, interest, and learning profile, considering multiple intelligences, leading to "optimal learning experience for [all] students."[99]

Alignment and Implementation of Instruction - Collaborative teams will align research-based instructional methodologies with the particular needs of State Standards, a course, or a class of students. Adjustments will be made based upon the results of collaborative team co-observation cycles and student outcomes. In addition, the implementation of the effective instructional methodologies mentioned above will be supported by administration. FPA will ensure staff is well-trained in the instructional methodologies outlined above through professional development sessions.

Real-life experiential learning activities - Freedom Prep students will be exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through classroom visits and relevant fieldtrips. Students will have the opportunity to visit local businesses aligned to their classroom studies each quarter. In addition to providing relevant exposure to STEM topics studied in class, these field trips will greatly benefit the target population by exposing students to promising STEM career and internship opportunities in their community. Freedom Prep wants to help students align classroom topics to the work force and align career interests to legitimate opportunities in the workplace (A.1, & A3.2).

Standards Aligned Assessment - Freedom will be focused on all students' academic growth, which requires effective assessment of that growth. Feedback from standards-aligned assessments will help both teacher and student make necessary adjustments. Research shows positive correlations between student progress and the quality and amount of feedback, assessments, and student tracking of their own progress.[100] FPA will focus on using the following methods frequently: constructive feedback, clear learning goals aligned to standards, assessments aligned to standards, and student tracking of their progress. Freedom Prep will utilize curriculum maps and relevant assessments to direct methods of instruction (See A.5). All methods of instruction will serve the objective-driven purpose of helping students achieve mastery in course content.

Assessment will be divided into three stages: (1) diagnostic baseline assessment, (2) formative assessment, and (3) summative assessment. All assessments will be aligned to the Academic Systems Plan described in section A.5 and the Arizona approved state standards and aligned state standardized assessments such as AzMERIT, or other relevant state-approved assessment.

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[95] Arizona Charter Schools Association (2008). Success measured: Four foundational elements of student-level growth. Phoenix, AZ: Arizona Charter Schools Association.

[96] Morreale, Sherwyn (2010). Journal of the Association for Communication Administration 29(2000), 1-25

[97] Marzano, R., D. Pickering, and J. Pollock. (2004). Classroom instruction that works. Pearson: New York.

[98] Laczko-Kerr, I. (2012). Creating systems to support student learning. Retrieved from http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrid=EB58D789884A.

[99] Ibid.

[100] Marzano, R. J. (2009). Formative assessment and standards based grading. Bloomington, IN: Solution Tree.

The diagnostic baseline assessment establishes the "starting point" of the student's knowledge and skill level. All students will take a baseline assessment at the start of each year in both math and reading to diagnose their current level of knowledge and skill. Students scoring in the bottom quartile in their grade in math or reading will be placed in an intervention course such as FUNMath (Math Essential) or Reading II (Reading Essentials). In addition to academic assessment, Freedom Prep Academy will comply with all laws and regulations to assess students to determine which need special-education or English Language Learning services.

Formative assessments are used to produce data that is then fed back into the system (of teaching and learning) to improve that system. Formative assessment is assessment for learning during the learning process. Instructional staff will use Courseware-embedded deficiency diagnostics and mid-course formative assessment results to make immediate and ongoing instructional adjustments to methods of instruction. Freedom Prep teachers will learn how to gather ongoing assessment evidence, analyze the evidence, and change teaching tactics wherever necessary. These instructional adjustments will be based on a combination of students' observed performance, self-reported feedback, and levels of understanding or lack thereof. Freedom Prep teachers will use a myriad of brief assessments on an ongoing basis throughout each class, making "instant, adroit instructional adjustments as required so that students will be on the receiving end of constantly perfected, truly tailored instruction."[101] Each concept taught in Acellus is presented in a separate video and followed by problems to test each student's understanding. This means that each step in the process of learning is intended to be a small, but manageable step. With one concept taught in each lesson, Acellus can hone in on and identify exactly what the student does not understand. This also drastically reduces the length of each lecture, and results in keeping students more engaged. Additionally, the online courseware uses Deficiency Diagnostics (DD) to assess areas of student weakness and give more help and practice in these areas.[102] Finally, Freedom Prep Academy' teachers will monitor the students' progress both through the courseware curriculum, quizzes, assessments, and through discussion question participation to ensure they are prepared for the cumulative summative assessment at the end of the year.

Summative assessments inform both the student and the teacher about the level of conceptual understanding and performance capabilities that the student has achieved. At the end of each unit, the Acellus courseware assesses student progress by giving students a summative assessment on the material in that unit that is aligned to the cumulative summative assessment at the end of the year. Students failing to meet the goals will receive targeted remediation. At the end of each course, there is a final cumulative summative assessment to ensure the student meets all core standards. To demonstrate mastery of a standard, students must score 80% or higher on the assessment of that standard.

C. Rationale for Curriculum, Methods of Instruction, and Assessment

The rationale for FPA's selected curriculum, methods of instruction, and assessment are included in the narrative above. To reiterate, Freedom Prep Academy's Curriculum and Program of Instruction are designed to meet the needs of students in its target population by preparing them to succeed in college and 21st century careers.
The curriculum, program of instruction, and assessment include:

- A rigorous curriculum based on the College and Career Readiness Standards (+ 2010 Arizona Additions), other Arizona state standards, Advanced Placement, leading prep schools, and colleges and universities
- A rigorous high school curriculum, where many core courses are available at the Honors or AP level
- An emphasis on college readiness throughout the curriculum and available CLEP test preparation
- Real-world application that prepares students to apply their education by using 21st century skills, such as thinking critically and solving real-world problems
- Research-based, content-specific, best practices implemented by teachers who are experts in content and instruction
- Assessment and intervention to remediate students below grade level or identified as ELL
- Frequent assessments to inform data-driven decisions that provide differentiated support to maximize academic achievement

[101] Popham, J. (2008). Transformative assessment. Alexandria, VA: ASCD.
[102] *Acellus Learning System* (n.d.). Retrieved from International Academy of Science website, http://www.science.edu/Acellus/acellus5/how-acellus-works.php

In addition to core curriculum that meets or exceeds state standards, and specialized elective courses that promote technology-specific and life-relevant skills, Freedom Prep Academy will employ targeted intervention that focuses on reading, writing, math, and computer arts. Research shows that, as a whole, 7-12 grade students in the target community are underserved when it comes to preparing for careers in STEM fields. Freedom's Program of Instruction is designed to increase students' academic achievement, college acceptance and graduation rates, life opportunities, and civic and economic contributions through rigorous education, assessment, and intervention.

D. How the Program of Instruction Advances Mission

The program of instruction advances Freedom's mission by targeting and achieving specific outcomes outlined in Freedom's mission statement, such as:

- Helping students achieve academic excellence
    - True to our mission, vision, and purpose, FPA's program of instruction will help students pursue and achieve academic excellence. FPA's student-centric elements fundamental to our program of instruction detailed above will help students achieve success by improving academic achievement on state standardized exams, increasing high school graduation rates, and increasing college and career readiness, and developing a passion for education.
- Providing a technology-rich learning environment
    - FPA's program of instruction is strongly driven by technology. With a 1x1 student to computer ratio, Flipped classrooms, and a blended learning environment, students will be empowered with vital resources to succeed in a 21st Century world.
- Providing a career-focused learning environment
    - FPA's small campus size, flexible curriculum, and semi-autonomous learning environment with targeted intervention will serve to better prepare students to transition to college and/or the work force immediately following graduation. Targeted study tracks focused on emerging 21st Century career fields such as cybersecurity, IoT, machine learning, programming, multimedia arts, data visualization, civic and economic engagement, law, medicine, music, and business management also help students develop life and career-relevant knowledge and skills
- Providing a safe learning environment
    - To ensure safety in a digital environment, FPA will require students access course content and material through FPA-managed servers. All students will also complete FPA's Responsible User training which covers topics such as: Internet Safety for Kids, Staying Safe from Online Predators, Cyberbullying and Cyberharassment, Using Social Networks Safely and Responsibly, Understanding File-Sharing Networks, and Mobile Device Safety. All secure user training content aligns with the International Society for Technology in Education (ISTE).
- Providing caring and knowledgeable educators
    - Freedom's caring and knowledgeable educators will help empower students to become active participants in the learning process. Master teachers, instructors, and coaches will help students achieve academic excellence and better prepare for college, career, and life readiness.
- Helping students develop life skills
    - FPA's program of instruction will advance our BRAVE and FOCUSed core values (See A.1). These values will serve as a foundation not only for academic achievement, but also for future life success. FPA's targeted community outreach, civic and economic engagement, and active learner approach will help instill essential skills for life beyond high school.

E. Consistency

Freedom's program of instruction, curricula, methods of instruction, and methods of assessment align to the Educational Philosophy (see A.1) and are consistent with the Academic Systems Plan (see A.5).

A.3.1
Mastery and Promotion

A.3.1 Mastery and Promotion

As a school focused on student learning and achievement, Freedom Prep Academy aims for all students to achieve at high levels and reach grade- and course-level mastery targets such that they are promoted to the next grade, or in the case of twelfth grade, graduate. This section details the criteria by which that promotion is determined.

A. B. Criteria and Process for Grade Level Promotion and Retention

Upon enrolling, students are assigned a grade level based on their age, or last grade level completed if transferring from another school. Academic progression is recognized by a student's ability to demonstrate proficiency or mastery in grade-level subjects. Proficiency and mastery requirements are outlined in the scale below.

Grade	Percentage	Definition
A+	97-100	Students have demonstrated *advanced mastery* of course content
A	93-96	
A-	90-92	
B+	87-89	Students have demonstrated *mastery* of course content
B	83-86	
B-	80-82	
C+	77-79	Students have demonstrated *proficiency* of course content
C	73-76	
C-	70-72	
D+	67-69	Students have *not yet* demonstrated proficiency of course content
D	63-66	
D-	60-62	
Incomplete	0-59	Students have *not* demonstrated proficiency of course content

Table A.3.1.1 Mastery and Proficiency Scale

Grade-level promotion is determined by a student's ability to (A) demonstrate *mastery* of standards in grade-level content or (B) demonstrate *proficiency* of standards and also receive a teacher's recommendation of advancement. Students demonstrate course mastery one of two ways: (1) by scoring at least 80% on a grade-level summative assessment or (B) by scoring at least 80% on their cumulative course grade. Students demonstrate course proficiency by (A) scoring at least 70% on a grade-level summative assessment or (B) by scoring at least 70% on their cumulative course grade. "Proficiency" means students have adequate working knowledge to move on to the next unit while "Mastery" means students have demonstrated sufficient knowledge of course content as to be on track to eventually pass the Advanced Placement exam in that content area. Students unable to demonstrate mastery, or unable to demonstrate proficiency and receive a teacher's recommendation to advance, may be retained.[103]

Unit Mastery is determined by a student's ability to demonstrate *mastery* of a unit within a course. Courses contain multiple units that are Backwards-Designed to ACCR standards based on curriculum maps and scope and sequences developed by FPA's Curriculum Team. Units contain logically scaffolded lesson plans with grade appropriate instruction, activities, and assessments and serve as benchmarks to help teachers and students measure course progress. To demonstrate mastery of a unit, a student must score 90% on the end of unit assessment. For proficiency, a student must score 80%. This is intentionally

[103] In extenuating circumstances, including but not limited to extraordinary family or personal needs or prolonged illness, recommendations for retention may be reconsidered pursuant to §ASRS 15-342.

higher than **grade-level promotion** requirements to help students prepare for end of course summative assessments. Unit Mastery is not easily earned but students who achieve it will know they've earned (and learned) it. For illustration, an example of Unit Mastery for 7th grade math is shown below. Other courses will follow a similar process and outline:

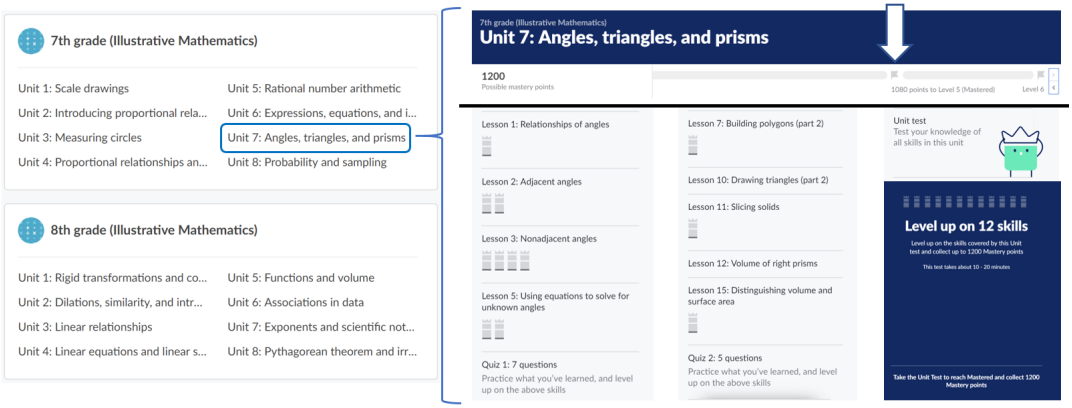

Image A.3.1.1 Unit Mastery Visual

The upper left of the image above shows 8 units for 7th grade math and the right side shows one of those unit's (*Unit 7: Angles, triangles, and prisms*) video lessons, quizzes, and test. There are 1200 possible points in unit 7 so a student scoring 1080 (90%) would achieve Unit Mastery.

Cumulative course grades are determined by a combination of factors, including: (1) homework; (2) grades on assignments and projects; (3) grades on quizzes, tests, and Quarterly Assessments benchmarked to Arizona State Standards; (4) participation; and (5) attendance. The following table shows FPA's recommended weighting for all grade levels and courses:

Category	% of Total Grade
Homework	0%
Attendance	10%
Participation	10%
Quizzes	20%
Assignments/Projects	30%
Tests/Assessments[104]	30%
Total	100%

Table A.3.1.2 Recommended End of Course Grading Scale

Teachers may use an alternative cumulative grading scale for course(s) if approved by the Principal. Freedom will ensure grades are consistent and valid between instructors in a course by holding at least one professional development session per year at the beginning of the year on how to norm grading policies among collaborative teams.

[104] Depending on when state assessment results are received, state assessment results may also be included in the student's final grade, per applicable state statute and Department of Education requirements.

C. D. Rationale for Grade Level Promotion and Process of Retention[105]

Rationale – FPA's general promotion and retention process is similar to other top-performing and newly-approved Arizona Charter Schools. It establishes a consistent and equitable process that places the student at the center of his or her own learning experience and provides flexible tools and resources and targeted intervention to promote academic excellence. The rationale for grade-level promotion based on Mastery rather than Proficiency is based on the following research-supported reasons and assumptions:

> *Avoids learning Gaps* – Grade level promotion based on mastery helps ensure students fully develop foundational knowledge and skills before advancing to more complex subject material. Walking before running is an intuitive concept, but unfortunately, and for many reasons, students can find themselves in a geometry or literature class with a weak grasp of basic math and reading skills. A recent study by the U.S. Department of Education found a high correlation between math and reading deficiencies and crime and welfare. Over 2/3 of students who cannot read at a fourth-grade proficiency end up in jail or on welfare and over 70% of America's prisoners read below a 4th grade reading level.[106, 107] Many of these were students who advanced well beyond the 4th grade yet never mastered rudimentary reading and writing. Our flip-blended instructional model and technology-rich teaching strategies are uniquely capable of helping students identify, target, and remediate such deficiencies.
>
> *Better Simulation* – Learning to mastery more closely simulates experiences and expectations students are likely to experience in college and career. We understand learning is a process and that different students have different learning needs and wants. Focusing on mastery puts the the student in the driver's seat of his or her learning. It sets a high objective standard and then allows students added flexibility in the time, path, place, or pace to reach competency.

Increased Precision – Grade level promotion based on mastery gives a more precise measurement of knowledge and skill. This adds meaning and significance to grade-level advancement and benefits the teacher by narrowing the incoming skills gap of new students. Just as a composer would struggle to lead an orchestra with a wide range of skill, teachers can struggle to meet the needs of all their students when there's a wide range competency.

Not Yet - FPA embraces the "not yet" methodology taught by Carol Dweck in Mindsets.[108] This advances a positive, can-do attitude toward education that establishes learning as a process rather than a destination. It shifts focus from Pass/Fail to "I'll get there." As Dweck states, "…if you get the grade "Not Yet" you understand that you're on a learning curve. It gives you a path into the future." If a student falls below mastery or is identified as not proficient at any point, we want to ensure that the mental response to whether or not they made it is "not yet."

Regular Communication – Freedom Prep Academy will communicate regularly with parents or guardians of every pupil throughout the year. Teachers will meet quarterly with parents to discuss student performance and parents will have access to the online grade book and Canvas mobile app for live access and alerts regarding their student's progress. If a student's grade drops below mastery (80%) in any

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[105] Adapted from AZ approved Charter Schools: Western S&T, Grande Innovation Academy, Ethos, Pensar Academy, and Create Academy.
[106] Write Express Corporation. "Literacy Statistics." Begin to Read. Accessed February 24, 2015
[107] The Annie E. Casey Foundation. "Students Who Don't Read Well in Third Grade Are More Likely to Drop Out or Fail to Finish High School." The Annie E. Casey Foundation. Accessed February 25, 2015
[108] Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House.

quarter, the student's parent will be contacted and a step-by-step action plan will be put in place to prevent the student from falling below proficiency (70%) and to assist the student in regaining mastery (80%).

Retention Process - If a student is performing below mastery on reading and/or math assessments as indicated by real-time intervention diagnostics, then the student's teacher will send a notice home advising the parent of student performance and indicating how Freedom Prep will support the struggling student. The notice will include a plan for remediation that includes increased after school assistance or activities that can be done at home by the parents as well as afterhours assistance available to the student on campus. If performance has not improved within 4 weeks of notice, then a meeting will take place with the teacher, parents, and the Principal. Attendees will discuss the criteria for retention, specific areas of deficiency, and review applicable assessment scores and data. A step-by-step student action plan (SAP) will be put into place to assist the student from falling below proficiency and help regain mastery of course content. The plan may include a behavior or attendance contract for students and parents, after school assistance, and activities to do at home. The plan will be reviewed every month until sufficient growth is shown on reading and math assessments. If, after all prescribed interventions and possible summer interventions take place, the student is not performing at 80% mastery level in reading and/or math and is not a special education student or an English language learner, then the student will be recommended for retention pending final approval by student's teacher, parent, or principal.[109]

E. Consistency

Compliance and Alignment – All promotion and retention policies will ensure consistency with State requirements. Mastery and Promotion Plan aligns to Area II of the Academic Systems Plan (A.5).

[109] §ASRS 15-342 – [The governing board may] Review the decision of a teacher to promote a pupil to a grade or retain a pupil in a grade in a common school or to pass or fail a pupil in a course in high school. The pupil has the burden of proof to overturn the decision of a teacher to promote, retain, pass or fail the pupil. In order to sustain the burden of proof, the pupil shall demonstrate to the governing board that the pupil has mastered the academic standards adopted by the state board of education pursuant to sections 15-701 and 15-701.01. If the governing board overturns the decision of a teacher pursuant to this paragraph, the governing board shall adopt a written finding that the pupil has mastered the academic standards.

A.3.2
Course Offerings and Graduation Requirements

Exhibit A.3.2 – Menu of Course Offerings

The following exhibit shows a sample of FPA's course offerings consistent with state requirements and clearly aligned to the program of instruction. Courses included in the recommended path to graduation are highlighted. Additional offerings, designed to meet subgroup needs, are also shown. All courses are consistent with Arizona requirements and clearly aligned to FPA's program of instruction (See A.3). AP courses have been audited and approved by the College Board for alignment to AP exams. FPA Courses are continuously monitored and evaluated to ensure curricular effectiveness. Content and curriculum found to be deficient or lacking relevance or misaligned to FPA's mission is modified or replaced (See A.5). FPA will offer multiple CTE, Fine Art, and Elective Courses. Only a sample of available offerings is shown.

Discipline	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics (4)	Algebra I	Geometry	Algebra II	Pre-Calculus
Science (4)	Physical Science	Honors Biology	Honors Chemistry	Honors Physics
ELA (4)	HS English I	HS English II	American Literature	CP English
SS/History (3)	US History I and II	World History /Geography	Economics/ U.S. Govt	
Personal Finance (1)				Personal Finance
CTE or Fine Arts (4)	Varies (options)	Varies (options)	Varies (options)	Varies (options)
Elective (4)	Varies (options)	Varies (options)	Varies (options)	Varies (options)
Total	6	6	6	6

MATH	
HS Algebra 1	Algebra I presents algebraic concepts on a high school level. This course is recommended for high school and gifted middle school students -- especially for those planning careers in the trades or non-STEM college career paths.
HS Geometry	Geometry provides students with a knowledge of geometric concepts and guides them through the process of developing important mathematical reasoning and proof skills. Students also gain a perspective of how geometry is an integral part of everyday life.
HS Algebra II	Algebra II builds upon the algebraic concepts taught in Algebra I, continuing on to functions, expressions, etc. and providing students with a more in-depth understanding of algebraic concepts.
HS AP Calculus	AP Calculus is a two-part advanced placement course providing students with the curriculum required by the College Board for AP Calculus AB and BC. Students completing this course will be able to take the AP Calculus exam, enabling them to earn college credit for taking this course while still in high school. Besides learning how to use the basic tools of Calculus, students completing this course learn on a deeper level what they are really doing and why it works. This provides insight few students experience in more conventional Calculus courses, empowering them with the knowledge required to solve real world problems. This course has been audited and approved by the College Board.
HS Trigonometry	In Trigonometry, students learn about the relationships between the sides and the angles of triangles and how to make calculations based on them using trigonometric functions.
HS AP Statistics	AP Statistics has been audited and approved by the College Board to provide students with a college-level learning experience. In this course, students learn about the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students should successfully complete Algebra II prior to taking this course.
SCIENCE	
HS Physical Science	Matter can be defined as anything that takes up space and has mass. Energy can be defined as the ability to cause change in matter. Physical Science is the study of matter and energy. Students in the Physical Science course study the basic components that matter is made of, as well as different forms of energy that make things move and change. Enlightening, on-screen demonstrations of the concepts being taught bring the science to life and enhance student understanding. Course topics include: •Matter •Elements •Energy •Magnetism •Electricity, Circuits, and Resistance •Waves •Sound •Electromagnetic Energy •Light, Color, and Lenses •Force •Motion •Machines •Resources
HS Honors Biology	Honors Biology provides an in-depth introduction to biology, the study of life. A major focus of this course is the cell – its structure and function, cell transport and cellular energy, and how cells divide. Students will explore genetics and learn about DNA. Units on ecology and evolution are also included. Additional lessons

	have been included in this course to provide students with the more in-depth understanding that they will require for AP Biology.
HS Honors Chemistry	Honors Chemistry provides students with an in-depth introduction to chemistry. Students are introduced to various forms of matter. They learn about the basic components of the atom and electron orbitals. They will become familiar with the Periodic Table and learn how to use it to predict properties of specific elements. They will learn about chemical bonding, practice stoichiometry, and learn basic reactions. An introduction to organic chemistry is also included. Additional lessons have been included in this course to provide students with the more in-depth understanding that they will require for AP Chemistry.
HS Honors Physics	In the Honors Physics course, Dr. Russell Clothier leads students through an investigation of matter and its motion through time and space, along with related concepts such as energy and force. The Honors Physics course was developed to help students build a strong foundation in basic physics prior to taking Advanced Placement Physics. We have found that students often struggle with AP Physics when they have a weak foundation in the basic concepts and mathematical skills of general physics. Honors Physics helps to fill in holes in student understanding, helping them to create a strong foundation of general physics concepts upon which they can build.
HS General Chemistry	General Chemistry provides students with a basic introduction to chemistry. Students are introduced to various forms of matter. They learn about the basic components of the atom and electron orbitals. They will become familiar with the Periodic Table and learn how to use it to predict properties of specific elements. They will learn about chemical bonding, practice stoichiometry, and learn basic reactions. A brief introduction of organic chemistry is also included.
HS AP Chemistry	The AP Chemistry course gives students a college-level foundation on which to build more advanced course work in chemistry. Students expand their understanding of chemistry through inquiry-based investigations, as they delve deeper into the following topics: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, equilibrium
HS General Biology	General Biology provides a basic introduction to biology, the study of life. A major focus of this course is the cell – its structure and function, cell transport and cellular energy, and how cells divide. Students will explore genetics and learn about DNA. Units on ecology and evolution are also included.
HS AP Biology	AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations by exploring topics in the following areas: Evolution Drives the Diversity and Unity of Life, Water Potential, Cell Structure, Cellular Respiration, Pigments and Photosynthesis, The Cell Cycle, Mitosis and Meiosis, History of Genetics, Human Genetics, Chromosomal Alterations, DNA and Genes, Viruses and Bacteria, Classifications, Animalia, Ecosystems, Population Growth, and Interaction. It is recommended that students complete Honors Biology and Honors Chemistry prior to taking AP Biology. AP Biology has been audited and approved by the College Board.
HS General Physics	In the General Physics course, Dr. Russell Clothier explores the nature of our physical environment and explains how natural phenomena occur in terms of mathematics. He leads students through an investigation of matter and its motion through time and space, along with related concepts such as energy and force.
HS AP Physics	AP Physics 1 is an algebra-based, introductory college-level physics course. Students expand their understanding of Physics through inquiry-based investigations as they explore topics such as: •Kinematics •Dynamics •Circular Motion and Gravitation •Energy •Momentum •Rotational Motion •Simple Harmonic Motion •Mechanical Waves •Electrostatics •Circuits •Problem Solving
HS Environmental Science	Environmental Science provides high school students an introduction to the study of the natural world and how it is influenced by human activity. Students will explore the patterns and processes of Earth and how these are affected by natural and human impacts. They will study environmental problems that our planet is facing today and various efforts to solve these problems, ultimately understanding the need for a sustainable future.
HS AP Environmental Science	The AP Environmental Science course encourages students to engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Throughout the course and its lab sessions, students will analyze environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. This interdisciplinary course embraces topics from geology, biology, environmental studies, environmental science, chemistry, and geography. It is recommended for students who have completed Algebra I and two years of high school laboratory science. This course is California A-G approved and has been audited and approved by the College Board to provide students with a college-level learning experience.
HS Human Anatomy and Medical Terminology	Medical Terminology provides general study skills and a firm foundation for students preparing for postsecondary education to pursue a career in the medical field. Anatomical instruction is coupled with the investigation of key related terminology not only dealing with “what” but also “why” and “how” allowing students apply the information. Specifically, students explore the structures, functions, and terms related to

	disease and the bodily systems, including the skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive, nervous, integumentary, endocrine, and reproductive systems. Students learn about specific health care professions and the unique role each plays. Through the study of this material students learn effective deciphering skills enabling them to decode medical terminology they have seen and terminology to which they are yet to be exposed.
ELA	
HS English 1	The High School English I course provides a detailed investigation of literary techniques and devices using classics from American and English literature as examples. It explains how to recognize these techniques and to incorporate them into writing. It also presents strategies for expanding vocabulary through reading and provides focus on grammar skills for advanced writing. Course topics include: •Plot, Setting, Conflict, and Irony •Characterization and Theme •Point of View, Narrator and Voice •Cause and Effect •Autobiography, Memoirs, and Biography •Persuasive, Expository, and Descriptive Essays •Speech in Writing •Editorials •Elements of Poetry and Poetic Devices •Drama.
HS English 2	High School English II provides tools for students to achieve college-readiness in understanding and correctly using the conventions of standard English, with focus on literary techniques, vocabulary, and grammar. The course draws from literature classics to give students practice in identifying and incorporating these conventions. Course topics include: •Elements of Short Story, •Writing Science Fiction and Mystery, •Writing Biography, Autobiography, and Memoirs, •Grammar and Vocabulary, •Writing Personal, Expository, and Persuasive Essays, •Writing Persuasive Speeches, •Form, Language, Imagery, and Sound Devices in Poetry, •Drama - Comedy and Tragedy.
HS English 3 – American Literature	American Literature-English III uses the works of the masters to give the student a well-rounded look at American Literature, beginning with Native American lore and continuing on through the Modernist Movement. Sprinkled with strategically-placed morsels of grammar and style, this course enhances the student's ability to enjoy and produce literature. Course topics include: •Early America, •Genres of Writing, •American Romanticism (The Transcendentalists), •American Romanticism (Gothic Literature), •Regionalism and Realism, •The Modernist Movement, •Annotated Bibliography.
HS CP English 4	As students transition from High School to College or into the work force, their ability to apply language arts skills in real-world scenarios becomes essential. In the College Prep-English IV course, students learn practical strategies for effective writing in college or on the job, including how to write scholarly essays, concise technical reports, compelling resumes, and professional business emails. Grammar, vocabulary, and spelling tips round out the course to empower college/employment-bound students for success in their post-high school endeavors. Course topics include: •Organizing and Writing a Resume •Reading for Comprehension •Overview of Types of Writing •Persuasive and Scholarly Essays •Research Papers •Grammar and Vocabulary •Making Effective Presentations •Writing Opinions and Technical Papers •Writing Reports •Writing Effective Emails.
HS AP English Language and Composition	AP English Language and Composition is designed for students who have mastered the basic English curriculum and wish to be challenged by higher-level reading and analysis. Students analyze and interpret good writing and apply effective strategies in their own writing while also preparing for the AP Exam. AP English Language and Composition has been audited and approved by College Board.
HS AP English Literature and Composition	AP English Literature and Composition is designed for students who have mastered the basic English curriculum and wish to be challenged by higher-level reading and analysis. It engages students in becoming skilled readers and writers of prose from a variety of rhetorical contexts. The course also includes AP Exam prep. AP English Literature and Composition has been audited and approved by College Board.
HS English 4 – British Literature	British Literature is a robust high school English IV course for 11th and 12th grade students that examines British Literature as it has developed through the ages against an historical backdrop. It exposes students to classic works of fiction and nonfiction, including epics, legends, poetry, histories, novels, and drama from early Anglo-Saxon texts to post-modern pieces. In addition to the study of literature, the course includes four units focused on writing to give students practice in critical thinking which they translate into written analysis. A strong addition to the writing units is a detailed step-by-step guide through the process of writing a research report, reinforcing students' preparation for their future in college and/or a career.
HS ELA Concepts for High School 1	The focus of Language Arts/Reading Concepts for High School is on filling in holes in reading and writing skills, with a special emphasis on how to read and respond in writing to a variety of texts. Course topics include: •Reading Strategies •Narrative Writing •Point of View and Figurative Language •Wonderful Words •Expository Essay •Power of Poetry •Drama •Speaking Your Words •Informational Texts •Writing •Research •Analyzing Text
HS ELA Concepts for High School 2	The focus of Basic Language Arts/Reading Concepts II for High School is on filling in holes in reading and writing skills. It is especially focused on engaging with and responding to text for 9th grade remediation.

HS English 1 – SPED	The English I-SE course focuses on providing students with a deeper understanding of the most important Language Arts concepts needed to succeed in life. It is particularly effective for students in special education programs. Course topics include: •Plot, Setting, Conflict, and Irony •Characterization and Theme •Point of View, Narrator and Voice •Cause and Effect •Autobiography, Memoirs, and Biography •Persuasive, Expository, and Descriptive Essays •Speech in Writing •Editorials •Elements of Poetry and Poetic Devices •Drama
HS English 2 – SPED	High School English II-SE focuses on providing students with a deeper understanding of the most important Language Arts concepts needed to succeed in life. It is particularly effective for Special Education students. Course topics include: •Elements of Short Story Writing Science Fiction and Mystery •Writing Biography, Autobiography, and Memoirs •Grammar and Vocabulary •Writing Personal, Expository, and Persuasive Essays •Writing Persuasive Speeches •Form, Language, Imagery, and Sound Devices in Poetry •Drama - Comedy and Tragedy
HS English 3 – SPED	American Literature-English III-SE draws on American Literature and focuses on the essential language arts skills students need for success in their future career path. It is particularly effective for Special Education students. Course topics include: •Early America •Genres of Writing •American Romanticism (The Transcendentalists) •American Romanticism (Gothic Literature) •Regionalism and Realism •The Modernist Movement •Annotated Bibliography
HS English 4 - SPED	English IV-SE focuses on providing students with a deeper understanding of the most important Language Arts concepts needed to succeed in life. It is particularly effective for Special Education students. Course topics include: •Reading for Comprehension •Organizing and Writing a Resume •Overview of Types of Writing •Persuasive and Scholarly Essays •Research Papers •Grammar and Vocabulary •Making Effective Presentations •Writing Opinions and Technical Papers •Writing Reports •Writing Effective Emails
SOCIAL STUDIES	
HS U.S. History 1 (1760-1877)	U.S. History I - 1760-1877 is the first semester of a two-part series that delves into the history of the United States. U.S. History I covers the development of this country from the early settlement and colonization through the end of the Civil War. Students will study the events that took place, and also how the ramifications still affect us today.
HS U.S. History 2 (1877-Present)	U.S. History II is the second semester of a two-part series that explores the history of the United States of America. This part of the course covers the evolution of country from the end of the Civil War through issues facing the country today. Course topics include: •The End of the Western Frontier •A New Industrial Age and the Immigration Boom •The Progressive Era •America Turns Imperialistic (Spanish American War) •The First World War •The Roaring Life of the 1920s •The Great Depression and the New Deal •World War II •Post-War America and the Start of the Cold War •Civil Rights •The New Frontier and the Great Society •The Vietnam War Years •An Era of Social Change •The Nixon Era •Turmoil of the 1970s •The Reagan and Bush Eras •Entering the 21st Century & the issues of today.
HS World History 1	World History I examines world civilizations from Pre-history through 1200 AD. Course topics include: •Prehistory to Early Civilizations •Nile River Civilizations •Ancient India and China •Classical Greece •Ancient Rome •Civilizations in the Americas •Chinese and Indian Empires •The Rise of Islam •Ancient Africa •East Asia.
HS High School Geography	The Geography course investigates the lands, the features, the inhabitants, and the phenomena of the Earth. Dr. Tjaden explores the physical and cultural geography of the world and helps students to understand how physical surroundings shape and impact the everyday lives of people around the world. He discusses how people deal with difficult environments and how they use their environment to their advantage. He further explores geography-related challenges that lie ahead, as well as physical resource management. Geography helps high school students obtain a good foundation in world geography. Course topics include: •Physical Geography •Human Geography •Climate •Europe •Russia •North, Middle, and South America •Africa •Asia.
HS Economics	The Economics course provides students with an introduction to the foundational principles of the economics of the world. Instruction ranges from markets and demand, GDP, banking, policy, inflation, and unemployment, to trade, currency and competition.
HS U.S. Government	The U.S. Government course presents the history, theory, structure, and mechanics of the United States Government, as well as the responsibilities and impact of its citizens. Course topics include: •Foundations of Government •Historical Foundations •Formation of the Constitution •Overview of the Constitution •Checks and Balances •Federalism •Bill of Rights and Amendments •Supreme Court Cases •Political Participation and Political Parties •Process of Elections and Influence of Mass Media •Public Policy and Interest Groups.
HS Personal Finance	The Personal Finance course is designed to prepare students with the skills and knowledge needed to shape their financial future. The course will provide a tool-kit of knowledge resources that will empower students to make informed financial decisions. The course covers real world topics including income, money management, credit, as well as saving and investing. Students will have the opportunity to explore concepts such as budgeting; checking and saving accounts; and investment options. The course also teaches sound practices in

	the areas of finance, debt, risk management, taxes, and credit management. Course topics include: •Fundamental economic principles •How to find a job, including resume preparation •Factors that affect income •Budgeting and spending •Planning for taxes •How to prepare a tax return and other tax forms •Income vs. net worth •Choosing a bank •Debit cards and ATMs •Insurance and risk management •Credit management •Interest rates •Credit card management •Loans and mortgages •Credit laws that protect consumers •Avoiding scams and identity theft •Saving and investing.
HS AP U.S. History	In the AP United States History course students not only learn the history of this great country but take a thematic approach to the causes and effects of historical happenings in this great country. AP U.S. History has been audited and approved by the College Board.
HS AP European History	In the AP European History course, students learn about the cultural, economic, political, and social developments that have shaped today's world by studying European history from 1450 to the present. Students study the great awakening referred to as the Renaissance, as well as the reformations that took place during this critical time in history. They study the religious tensions and wars of this period, as well as revolutions, industrialization, liberalism, conservatism, and nationalism. They also learn about socialism and marxism, the second industrial revolution, and the World Wars. They go on to study Europe in the Twentieth Century, with its technology, its religious and social transformations, its feminism, its "modern" women, and its new political voices and social life. This course has been audited and approved by College Board to provide students with a college-level learning experience.
HS AP World History	AP World History has been audited and approved by College Board to provide students with a college-level learning experience. This course focuses on world history from 8000 BCE to present. Students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods and develop the same thinking skills and methods employed by historians when they study the past. AP World History has been audited and approved by the College Board.
HS U.S. History A (1877-1940)	U.S. History A - 1877-1940 is the first semester of a two-part series that delves into the history of the United States. Beginning with a review of the nation's beginnings and the impact of the Enlightenment on U.S. ideals, this course studies events of significant historical importance that occurred from the period of reconstruction and industrialization up to World War II.
HS U.S. History B (1940-Present)	U.S. History B - 1940-21st Century covers the development of the United States from the end of the Civil War through issues facing the country today. U.S. History II is the second in a two-part series that provides high school students with a good foundation in the history of this country.
HS Epic Moments in World History	Epic Moments in World History is an elective History course that will take students through the beginnings of civilization, to the present day, looking into just how our global society has evolved into the world we now live in.
HS World History 2	World History II Plus examines world civilizations from 1200 AD to the present. Course topics include: •Asian Empires 1200 – 1800; •Renaissance and Reformation 1300 – 1650; •Exploration and Expansion 1400 – 1700; •Enlightenment and Historic Revolutions 1550 – 1800; •European Monarchs 1500 – 1800; •Industrialization and Nationalism 1700 – 1900; •World War I: 1914 – 1918; •Post WWI and Through World War II: 1919 – 1945; •Contemporary Issues: 1945 – Present; World History II is the second in a two-part series.
HS Basic Social Studies Concepts for High School (SPED)	Basic Social Studies Concepts for High School is designed to help special education students to gain a basic understanding of social studies. This course discusses the regional landforms, climates, maps, and natural resources in the U.S. It goes on to explore the diversity of the American population and political concepts such as democracy, maps, the U.S. Constitution, and citizens' responsibilities. The course also touches on the regions of the United States, discussing their land formations, resources, and people both historically and in modern times. Course topics include: •The Regions of the United States •American Diversity •American Government •Resources and Trade •The Northeast Region and its People •The Southeast Region and its People •The Midwest Region and its People •The Southwest Region and its People •The Western Region and its People
CTE/Electives	
HS AP Computer Science Principles	The AP Computer Science Principles course introduces students to the creative aspects of programming, abstractions, algorithms, big data, the Internet, cybersecurity concerns, and computing impacts. Students will learn to create and implement computer programs using current technologies for both self-expression and problem solving. Through hands-on application and examples, students will also explore career options while addressing ethical and relevant issues for today's world. This course is California A-G Approved and has been audited and approved by College Board to provide students with a college-level learning experience.
HS AP Computer Science	AP Computer Science A has been audited and approved by College Board to provide students with a college-level learning experience. This course instructs students on core aspects of computer science. Students will learn to create and implement computer programs that solve problems relevant to today's society, as well as

	deploy programming tools and effectively deal with complex problems through hands-on application and examples.
HS AP Studio Art	This AP course, filmed in 3-D, provides students with a conceptual and visual foundation of the components of artistic drawing. It is an excellent foundation for students desiring a career in an art-related field, and gives guided preparation on preparing artwork for the AP exam. AP Studio Art - Drawing has been audited and approved by the College Board.
HS AP Music Theory	This rigorous AP Music Theory course provides students with an in-depth foundation of music theory, including the elements of musical composition. It is an excellent preparation for students desiring a music-related career and for those planning to take the AP Music Theory exam. Course topics include: •Music theory foundations, •Compound Meters and Minor Tonality •Intervals, Triads, and Seventh Chords •Counterpoint – Connecting Melodic and Harmonic Intervals Establishing the Two-Voice Composition •Eighteenth Century Counterpoint •Harmonization •Tones and Scales •Diatonic Sequences •Preparing for the AP Test. AP Music Theory has been audited and approved by the College Board.
HS AP Psychology	The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. Topics discussed include: •Biological bases of behavior •Sensation and Perception •Learning and Cognition •Motivation •Developmental Psychology •Testing and Individual Differences •Treatment of Abnormal Behavior •Social Psychology. AP Psychology course has been audited and approved by the College Board.
HS Spanish 1	Spanish 1 is a Novice Mid performance level class organized around themes and topics. In this class, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as leisure activities and hobbies, their classes and school life, their families, as well as parties they may plan for various holidays and important dates.
HS Spanish 2	Spanish II is a Novice Mid performance level class organized around themes and topics. In this class, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as daily activities and routines, travel, their childhood, news and emergency situations, and fairy tales and legends.
HS Spanish 3	In Spanish III, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as past travels and vacations, an array of environmental topics, professions, parts of a city, and the importance of volunteerism and service learning opportunities.
HS French 1	This introductory French Course, is for high school students taking their first course in this language with a goal of mastering French as a second language. This course has been A-G Approved through the University of California. Course topics include: •Introduction to French, •Greetings, •Numbers, •Vocabulary, •Verbs and Verb Conjugations, •Currency, •Familiar Nouns, •Basic Conversation, •French Culture
HS French 2	This course is recommended for students having a basic understanding of the French language who want to further their understanding and develop fluency. Students extend their vocabulary and their understanding of subject-verb agreement. Students experience French used in conversations and learn how to construct basic phrases needed to effectively communicate in the language. French II is designed to follow French I
HS German 1	This introductory German course is for students with a goal of mastering German as a second language. Students will study vocabulary, greetings, sentence structure, basic grammar, and gain practical knowledge necessary for real-world conversation. Common everyday scenarios relating to the home and family, activities, school, shopping, making plans, and grocery shopping are all addressed. The instructor will also go over a variety of practices and customs observed in the country of Germany.
HS German 2	German II expands students' understanding of the German language and culture, presenting language organized by topic and expanding grammar and vocabulary. Students are taught about past and future tense, as well as how to talk about the body, clothing, shopping, the market, vacation, travel, sports, and recreation, etc.

A.3.2 Course Offerings and Graduation Requirements

This section will identify graduation requirements that will meet State requirements and describe a viable and adequate process and criteria for awarding course credit. It will ensure consistency with Area II of the Academic Systems Plan found in section A.5 and provide a menu of course offerings which includes course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction. All content will ensure consistency with the Program of Instruction and alignment with the Business Plan as presented in the application package.

A. Graduation Requirements and Course Credits

Description of Graduation Requirements

FPA graduation requirements are aligned to and surpass Arizona minimum graduation requirements and are aligned to the school's mission to provide motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators. The following chart shows AZ state requirements for High School graduation as defined by the Arizona Department of Education as well as FPA graduation requirements. FPA graduates will meet and exceed all state graduation requirements.

Discipline	State Requirement	Freedom Requirement
English Language Arts	4 credits	4 credits
Mathematics	4 credits	4 credits
Science	3 credits	4 credits
Social Studies/History	3 credits	3 credits
Personal Finance		1 credit
CTE/Vocational Ed or Fine Arts	1 credit	4 credits
Electives	7 credits	4 credits
Total	22	24

Table A.3.2.1 FPA Graduation Requirements

The following table shows the suggested path to graduation for grades 9-12. For course titles and descriptions, see Exhibit A.3.2: Menu of Course Offerings.

Discipline	Grade 9	Grade 10	Grade 11	Grade 12
ELA (4)	High School English I	High School English II	American Literature	College Prep English
Math[110] (4)	Algebra I	Geometry	Algebra II	Pre-Calculus
Science[111] (4)	Physical Science	Honors Biology	Honors Chemistry	Honors Physics
SS/History[112] (3)	US History I and II	World History/ Geography	Economics/ U.S. Govt	
Finance (1)				Personal Finance
CTE/Fine Arts (4)	Varies (options)	Varies (options)	Varies (options)	Varies (options)
Elective (4)	Varies (options)	Varies (options)	Varies (options)	Varies (options)
Total	6	6	6	6

Table A.3.2.2 - FPA Recommended Path to Graduation[113]

[110] AZ High School Graduation Requirements state, "Math courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant math content as determined by district governing boards or charter schools."

[111] AZ High School Graduation Requirements require, "(3) Three credits of science in preparation for proficiency at the high school level on the Arizona's Instrument to Measure Standards (AIMS) test."

[112] AZ High School Graduation Requirements state, "Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of government and one-half credit of economics."

[113] Graduation requirements exceed those set by the Arizona Department of Education (22 credits) found at www.azed.gov/state-board-education/high-school-graduation-requirements.

English Language Arts Courses – 4 credits All English Language Arts courses will be designed to prepare students for success on CLEP exams. Courses will align to the College and Career Readiness Standards and, where applicable, the AP course requirements.
Mathematics Courses – 4 credits All mathematics courses will align to AZ State Standards and, where applicable, the AP course requirements.
Science Courses – 4 credits All science courses will ensure that students have a broad background of scientific knowledge in the fields of biology, chemistry, and physics. Courses will align to the Arizona state standards and, where applicable, the AP course requirements. The courses offered are:
Social Studies Courses – 3 credits All social studies courses will be rigorous and ensure students have a broad background of historical, civic, and economic events. Courses will align to the Arizona state standards. The courses offered are:
Personal Finance – 1 credit FPA believes that sound personal financial management is one of the most valuable skills a young adult can possess and for this reason will require one (1) credit of personal finance. This finance course is developed by the National Academy of Science and incorporates relevant, life-specific examples throughout the curriculum. In addition, much of FPA's math curriculum is centered on applicable financial principles that will further develop students' ability to understand and manage personal finances.
CTE/Vocational Education or Fine Arts - 4 credits Consistent with FPA's mission, vision, values, and program of study, FPA will help students develop relevant vocational skills through the completion of CTE credits and CTE Certificate Tracks. Studies show that curriculum organized in a concentration of study such as a major, minor, or certificate program increases student motivation and improves student achievement.[114] Legacy Traditional Schools, Arizona's largest elementary school and an "A" rated charter school, has experienced success using a similar track model for their students.[115] The following shows a sample of FPA's CTE courses aligned to a Focus Track.

B. Process and Criteria for Awarding Credit

Students demonstrate mastery of standards for a given course based upon the following: (1) grades on homework (not to be more than 10% of the grade for a given class); (2) grades on in-class participation (not to be more than 20% of the grade for a given class); (3) grades on tests, quizzes, and Quarterly Formative Assessments that measure student performance; (4) grades on classwork and projects (including group or team projects); and (5) grades on summative assessments.

FPA will ensure grades are consistent and valid between instructors in a course by holding at least one professional development session at the beginning of each academic year regarding how to norm grading policies among collaborative teams.

The following shows the grading policy for FPA to be used by teachers in determining final grades for courses based upon a combination of scores from the factors mentioned above. Note that according to the below scale, a score of 80% or better denotes mastery of course content, while a score of 60% or better denotes proficiency of course content. "Proficiency" means students have enough working knowledge of course content to move on to the next units or next course; "mastery" means students have demonstrated sufficient knowledge of course content as to be on track to eventually pass the Advanced Placement exam in that content area.

Grade	Percentage	Definition
A+	97-100	Students have demonstrated advanced mastery of course content
A	93-96	
A-	90-92	
B+	87-89	Students have demonstrated mastery of course content
B	83-86	

Grade	Percentage	Definition
C+	77-79	Students have demonstrated advanced proficiency of course content
C	73-76	
C-	70-72	
D+	67-69	Students have demonstrated proficiency of course content
D	63-66	

[114] Psychological correlates of students' academic performance: A systematic review and meta-analysis. Richardson, Michelle; Abraham, Charles; Bond, Rod Psychological Bulletin, Vol 138(2), Mar 2012, 353-387.
[115] Legacy Traditional Schools, Athlos Fitness and Mozart Performing Arts Tracks. Retrieved from: http://casagrande.legacytraditional.org/select-program-track/

B-	80-82		**D-**	60-62	

Grade	Percentage	Definition
F	0-59	Students have *not* demonstrated proficiency of course content

Table A.3.2.3 FPA Proficiency Scale

Final grades will be calculated by totaling the points earned from each quarter. Depending on when state assessment results are received, state assessment results may also be included in the student's final grade, per applicable state statute and Department of Education requirements.

In grades 9 through 12, credit decisions will be based upon the following factors: (1) a student earning a final grade of at least 60% in the course; and (2) attendance, for which a student must be present for 90% or more of the meetings of the course.[116]

At the midpoint of each course, teachers will review student performance to determine which, if any, students are not meeting the above listed criteria. Parents (in this document referring to the student's legal guardian(s) will then be initially notified of the risk for not achieving credit). Parents, teachers, and the student will meet in a Credit Conference the next week to determine a Credit Action Plan for the student. The plan will include a variety of interventions on the part of the student, the family, and the teachers to encourage improvement in the student's grades, achievement, or attendance. The Credit Action Plan will be documented, signed, and submitted to the School Principal. Teachers will then document progress and keep parents informed regarding the interventions throughout the second half of the course. At the end of the course, teachers will review the final progress of all students who were placed on Credit Action Plan. If the above listed criteria are not met for any students, teachers will submit those students' names and relevant documentation of Credit Action Plans to the Principal or appropriate Director.

The Principal, Director(s), and special education interventionist(s) will then determine if any of the following factors are true that may serve as exceptions to the promotion criteria: (1) the student's lack of progress is due to the student's qualification for special education services; (2) the student's lack of progress is due to the student's level of English proficiency as measured by the AZELLA test.

If a student does not meet the stated criteria for credit determination nor any of the above exception criteria, the student will not receive credit. A student who fails to earn credit for a course required for graduation must retake and pass that course (or its equivalent) to graduate. Equivalent courses include, but are not limited to, summer-school or community-college courses.

C. Rationale for Selected Criteria and Awarding Course Credit

Process Rationale **-** The process for criteria and conditions to award credit is rooted in research and best practices and aligned to FPA's vision, mission, educational philosophy, and program of instruction. Standards for mastery, proficiency, and course completion meet or exceed Arizona state standards. Data-driven observation and intervention help provide relevant student support and drive achievement.

Performance Rationale - The rationale for requiring students to complete a personal finance course, an additional science course, and three additional career and technical education or fine arts credits is to better prepare students for college and career readiness[117]. FPA's graduation requirements, curriculum, and instructional methods will help better serve the target demographic by:

- (1) Improving student test scores and pass rates on state standardized exams.
- (2) Improving target population graduation rate
- (3) Preparing students for college readiness.
- (4) Preparing students for career readiness.

[116] In exceptional circumstances, including but not limited to extraordinary family or personal needs or prolonged illness, this requirement may be waived

[117] ACT (2012). The Condition of College and Career Readiness. Retrieved from: http://media.act.org/documents/CCCR12-NationalReadinessRpt.pdf

- (5) Developing relevant life skills and promoting personal accountability.

D. Menu of Course Offerings

The following exhibit shows a menu of course offerings incuding titles and brief descriptions of classes consistent with state requirements and clearly aligned to the Program of Instruction.

English Language Arts Courses – 4 credits

All English Language Arts courses will be designed to prepare students for success on CLEP exams. Courses will align to the College and Career Readiness Standards and, where applicable, the AP course requirements. The courses offered are:

Course	Description
High School English I	The English I course provides a detailed investigation of literary techniques and devices, using classics from American and English literature as examples.
High School English II	English II helps students to achieve college-readiness in the areas of literary techniques, vocabulary, and grammar. This course uses examples from classics of literature to help students learn to identify and use these skills.
Survey of American Literature	Survey of American Literature uses the works of the masters to give the student a well-rounded look at American Literature, beginning with Native American lore and continuing on through the Modernist Movement.
College Prep English	The College Prep English course teaches practical strategies for effective writing in college or on the job, including how to write scholarly essays, concise technical reports, compelling resumes, and professional business emails.

Mathematics Courses – 4 credits

All mathematics courses will align to AZ State Standards and, where applicable, the AP course requirements. The courses offered are:

Course	Description
Algebra I	Algebra I teaches students the basic principles, rules, and operations of working with expressions containing variables.
Geometry	Geometry provides students with a basic knowledge of Euclidean Geometry.
Algebra II	Algebra II builds upon the algebraic concepts taught in Algebra, continuing on to functions, expressions, etc. and providing students with a more in-depth understanding of algebraic concepts.
Trigonometry	In Trigonometry, students learn about the relationships between the sides and the angles of triangles and how to make calculations based on them using trigonometric functions.
Pre-Calculus	Pre-Calculus covers topics that students must understand to tackle the rigorous AP Calculus AB course.
AP Calculus AB	AP Calculus AB is an advanced placement course providing students with the curriculum required by the College Board for AP Calculus AB. Students completing this course will be able to take the AP Calculus AB exam, enabling them to earn college credit for taking this course while still in high school.
AP Calculus BC	AP Calculus BC is an advanced placement course providing students with the curriculum required by the College Board for AP Calculus BC. Students completing this course will be able to take the AP Calculus BC exam, enabling them to earn college credit for taking this course while still in high school.

Science Courses – 4 credits

All science courses will ensure that students have a broad background of scientific knowledge in the fields of biology, chemistry, and physics. Courses will align to the Arizona state standards and, where applicable, the AP course requirements. The courses offered are:

Course	Description
Physical Science	Physical Science discusses foundational science topics such as: properties of matter, forms of energy, magnetism, electricity, waves, sound, light, forces, and motion.
Honors Biology	Honors Biology provides an in-depth introduction to biology, the study of life.

Honors Chemistry	Honors Chemistry provides students with an in-depth introduction to chemistry.
Honors Physics	The Honors Physics course was developed to help students build a strong foundation in basic physics prior to taking Advanced Placement Physics.
Honors Anatomy	Honors Anatomy and Physiology offers a continuation of Biology specifically as it deals with the human body and systems. Prerequisites include biology and chemistry.

Social Studies Courses – 3 credits

All social studies courses will be rigorous and ensure students have a broad background of historical, civic, and economic events. Courses will align to the Arizona state standards. The courses offered are:

Course	Description
US History I	Advanced US History I is the first in a two-part series that provides high school students with a good foundation in the history of this country.
US History II	Advanced US History II is the second in a two-part series that provides high school students with a good foundation in the history of this country.
World History I	World History I is a stimulating and informative discussion of world civilizations from Pre-history through 1200 AD.
World History II	World History II is a stimulating and informative discussion of world civilizations from 1200 AD to the present.
US Government	The US Government course presents the history, theory, structure, and mechanics of the United States Government, as well as the responsibilities and impact of its citizens.
Geography	The Advanced Geography course investigates the lands, the features, the inhabitants, and the phenomena of the Earth.

Personal Finance – 1 credit

Course	Description
Personal Finance I	Personal Finance explores financial principles every high school student should know. Topics include: earning income, tax fundamentals, budgeting and spending, insurance and risk management, credit and credit cards, interest, loans and mortgages, consumer protection laws, fraud and identity theft, and savings and investing
Personal Finance II	

FPA believes that sound personal financial management is an extremely valuable skills for a young adult and for this reason will require one (1) credit of personal finance. This finance course is developed by the National Academy of Science and incorporates relevant, life-specific examples throughout the curriculum. In addition, much of FPA's math curriculum is centered on applicable financial principles that will further develop students' ability to understand and manage personal finances.

CTE/Vocational Education or Fine Arts – 4 credits

Consistent with FPA's educational philosophy, vision, and mission, FPA's curriculum seeks to prepare students for college and career readiness. By requiring four (4) credits of career and technical education, FPA will help students develop relevant vocational skills for life after high school.

Students who complete a sequence of approved CTE courses will earn an FPA academic certificate in addition to their high school diploma. This certificate demonstrates completion of a focused "Track" of study--similar to a college major, minor, or program concentration. Studies show that curriculum organized in a concentration increases student motivation and improves achievement.[118] Legacy Traditional Schools, Arizona's largest elementary school and an "A" rated charter school, has experienced success using a similar track model for their students.[119]

[118] Psychological correlates of students' academic performance: A systematic review and meta-analysis. Richardson, Michelle; Abraham, Charles; Bond, Rod Psychological Bulletin, Vol 138(2), Mar 2012, 353-387.

[119] Legacy Traditional Schools, Athlos Fitness and Mozart Performing Arts Tracks. Retrieved from: http://casagrande.legacytraditional.org/select-program-track/

To earn an academic certificate, students must complete a sequence of 4-6 Track-aligned CTE/Elective courses. Certificate Tracks are comprised of courses reverse-designed to align with relevant life skills, workforce competency, and in some cases specific industry certificates. The following shows a sample of available CTE courses aligned to graudation and an FPA certificate and various industry-recognized workforce certificates:

	Computer Science Track A – Technical Skills			Certificate of Alignment
Grade	Semester 1	Semester 2		
9	Information Systems Fundaments	Personal Computer Hardware Support	>	A+ (CompTIA)
10	Intro to C/C++	C++ Programming I	>	C++ Institute Certified Associate Programmer
11	Fundamentals of Networking	Wireless Networking Concepts	>	Network+ (CompTIA)
12	Fundamentals Of Cyber Security And Cryptography	Fundamentals Of SSCP®	>	Security+ (CompTIA), Systems Security Certified Practitioner (SSCP®) (ISC^2)
	Computer Science Track B – Creative Arts			Certificate of Alignment
Grade	Semester 1	Semester 2		
9	Intro to Electronic Publishing and Graphic Arts	Electronic Publishing With Indesign®	>	Adobe InDesign ACA - Print and Digital Media Publication using Adobe InDesign
10	Image Editing With Photoshop® A	Image Editing With Photoshop® B	>	Adobe Photoshop ACA - Visual Communication using Adobe Photoshop
11	Video Communication Fundamentals®	Multimedia Development with Flash®	>	Adobe Premiere ACA - Video Communication using Adobe Premiere
12	Web Design with Dreamweaver® A VCT340	Web Design with Dreamweaver® B	>	Adobe Dreamweaver ACA - Web Authoring using Adobe Dreamweaver

Table A.3.2.4 - FPA CTE Courses Aligned to Certificate Tracks

For additional CTE, fine art, and elective courses, see attached exhibit: Menu of Course Offerings

E. Consistency

The content in this section is consistent with the Program of Instruction and aligned with the Business Plan of the application.

A.4

School Calendar and Weekly Schedule

Exhibit A.4.2 – Weekly Schedule

Weekly Schedule (Grades 7-8)

The following shows FPA's proposed weekly schedule including daily instructional minutes dedicated to each core content area for grades 7 and 8.

Minutes	Semester 1 (M-F)	Semester 2 (M-F)
90	Math	Science
90	ELA	Social Studies
90	Elective A	Elective B
90	Elective C	Elective D
	Core = 180 mins/day	Core = 180 mins/day

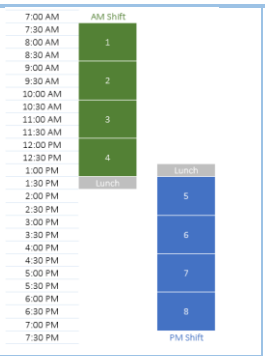
SUBJECT	CREDITS	DAILY SCHEDULE
Math	1.0	
Science	1.0	
English (ELA)	1.0	
Social Studies	1.0	
Elective A	1.0	
Elective B	1.0	
Elective C	1.0	
Elective D	1.0	
Total	8.0	

Table A.4.E2-1 - FPA Recommended Daily and Weekly Schedule for Grades 7-8

	Grade 7	Grade 8
Math	7th Grade Math	8th Grade Math
Science	Earth Science	Physical Science
English	7th Grade Language Arts	8th Grade Language Arts
S.S.	Middle School American History	Middle School Ancient Civilizations
Elective	CTE (options vary)	CTE (options vary)
Elective	CTE (options vary)	CTE (options vary)
Elective	Arts (options vary)	Arts (options vary)
Elective	Arts (options vary)	Arts (options vary)

Table A.4.E2-2 - FPA Recommended Course Schedule by Grade Level

	Core Instructional Minutes per Day		Instructional Minutes per Week		Instructional Hours per Year	
Grade	FPA	*State Minimum*	FPA	*State Minimum*	FPA	*State Minimum*
7-8	180	-	1800	-	1080	*1000*

Table A.4.E2-3 - FPA Weekly Instructional Hours Compared to AZ State Minimums

Note: A comprehensive attendance monitoring system will track, document, and report all student attendance to ensure compliance with daily, weekly, and yearly instructional requirements. Daily LMS sign-in will be verified and course-specific, time-monitored activity will be recorded and stored digitally for attendance and instructional hours evidence.

Note: When FPA begins to serve grades K-6 (anticipated in year 4), they will follow the same schedule outlined for grades 7-8. Kindergarten may complete a half day.

FPA Weekly Schedule (Grades 9-12)

The following shows FPA's proposed weekly schedule including daily instructional minutes dedicated to each core content area for grades 9-12. *Note: Students may substitute a 30-minute homeroom for an elective each semester. Both schedules meet AZ minimum instructional requirements and FPA graduation requirements.*

Minutes	Semester 1 (M-F)	Semester 2 (M-F)
90	Math	Science
90	ELA	Social Studies
90	Elective A	Elective B
90	Elective C	Elective D
360	Core = 180mins/day	Core = 180mins/day

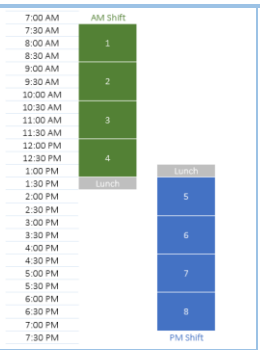
SUBJECT	CREDITS	DAILY SCHEDULE
Science	1.0	
Math	1.0	
ELA	1.0	
Social Studies	1.0	
Elective A	1.0	
Elective B	1.0	
Elective C	1.0	
Elective D	1.0	
Total	8.0	

Table A.4.E2A-1 - FPA Recommended Daily and Weekly Schedule for Grades 9-12

	9	10	11	12
Math	Algebra I	Geometry	Algebra II	Pre-Calculus
Science	Physical Science	Honors Biology	Honors Chemistry	Honors Physics
English	High School English I	High School English II	American Literature	College Prep English
S.S.	US History I and II	World History/Geography	U.S. Gov/Economics	Personal Finance
Elective A	CTE (options vary)	CTE (options vary)	CTE (options vary)	CTE (options vary)
Elective B	CTE (options vary)	CTE (options vary)	CTE (options vary)	CTE (options vary)
Elective C	CTE (options vary)	CTE (options vary)	CTE (options vary)	CTE (options vary)
Elective D	CTE (options vary)	CTE (options vary)	CTE (options vary)	CTE (options vary)

Table A.4.E2A-2 - FPA Recommended Course Schedule by Grade Level

	Core Instructional Minutes per Day		Instructional Minutes per Week		Instructional Hours per Year	
Grade	FPA	*State Minimum*	FPA	*State Minimum*	FPA	*State Minimum*
9-12	180	*164*	1800	*1200*	1080	*720*

Table A.4.E2A-3 - FPA Weekly Instructional Hours Compared to AZ State Minimums

Homeroom Schedule

	Core Instructional Minutes per Day		Instructional Minutes per Week		Instructional Hours per Year	
Grade	FPA	*State Minimum*	FPA	*State Minimum*	FPA	*State Minimum*
9-12	180	*164*	1350	*1200*	810	*720*

Table A.4.E2A-4 - FPA Weekly Instructional Hours Compared to AZ State Minimums for Students in a Homeroom

Note: A comprehensive attendance monitoring system will track, document, and report all student attendance to ensure compliance with daily, weekly, and yearly instructional requirements. Daily LMS sign-in will be verified and course-specific, time-monitored activity will be recorded and stored digitally for attendance and instructional hours evidence.

A.4 Weekly Schedule & School Calendar

This section will demonstrate compliance with the hours and minutes of instruction required for each grade level served for FPA's proposed school calendar, it will provide a rationale for the weekly schedule that clearly supports improving pupil achievement in FPA's target population, and it will include the length of day and approximate start and dismissal times for each course--including how many minutes will be designated for each core academic subject. It will also identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan. All proposed schedules and calendars will meet or exceed AZ state minimum standards.[120]

A. B. Calendar and Schedule Compliant with Instructional Requirements

FPA will operate under a standard one hundred and eighty-day calendar (180 days): [121]

Days	Description
210	08/5/2020 – 5/19/2021 (see 2020/2021 calendar)
(30)	Less Holidays and breaks (see 2020/2021 calendar)
180	Total Instructional Days

Table A.4.1 – FPA 180 Day Calendar

A. *Length of School Day and minutes designated for core academic content* - FPA's school day will consist of 6 instructional hours beginning at approximately 7:30AM and ending at 1:30PM. Beginning in year 2, or once warranted by enrollment, FPA will offer a second shift beginning at approximately 1:30PM and ending at 7:30PM (See dual shift details below). Alternatively, secondary students in grades 9-12 may attend a 5-hour daily shift (see alternative Homeroom Schedule for High School Students below). All schedules for grades 1-12 will include 180 minutes designated for core academic content (see table A.4.3 below).

B. *Compliance with A.R.S. §15-118 (Recess) and §15-701,704,211 (Move on When Reading)* - While FPA does not intend to serve grades K-6 in years 1-3, when such grades are served, FPA will ensure daily and weekly schedules comply with all Move On When Reading, Arizona State Revised Statutes, and Arizona Department of Education requirements as outlined in A.R.S. §15-118, §15-701, §15-704, and §15-211 plus 2017 additions.

Instructional hours that meet and exceed state standards

FPA's weekly schedule and annual calendar will ensure all student in all grades and all learning modalities meet or exceed Arizona minimums. Pursuant to §ASRS 15-901, students in grades 9-12 will receive at least seven hundred twenty (720) total hours of instruction for a one hundred eighty (180) day school year and will be enrolled in a minimum of four or more subjects that count toward graduation as defined by the state board of education. For high school students[122], each subject that counts toward graduation will exceed the state minimum requirement of 123 hours per subject per school year. The following table shows FPA's proposed instructional minutes per week, instructional hours per year, and core instructional minutes per day in relation to AZ state minimum requirements. In each category, FPA meets or exceeds AZ state minimums.

	Instructional Minutes/Week		Instructional Hours/Year[123]		Core Instructional Minutes/Day	
Grade	FPA	*State Minimum*	FPA	*State Minimum*	FPA	*State Minimum*
K	900	-	540	*350*	90	-
1-3	1800	-	1080	*712*	180	-
4-6	1800	-	1080	*890*	180	-
7-8	1800	-	1080	*1000*	180	-
9-12	1800	*1200*	1080	*720*	180	*164*

Table A.4.2 - FPA Weekly Instructional Hours

[120] See A.R.S. §15-341.01 and §ASRS 15-901
[121] In Compliance with A.R.S. §15-341.01
[122] To be eligible to attend FPA, students must be at least 14 years of age by Sep 1.
[123] https://www.azleg.gov/search/oop/qfullhit.asp?CiWebHitsFile=/ars/15/00901.htm&CiRestriction

The following table shows FPA's recommended daily schedule by grade cluster for all learning modalities and their corresponding instructional hours per school year. The left side shows an AM shift and the right side shows a PM shift. Grades 7-12, FPA's primary target population, are shown in green and blue and grades K-6 are shown in gray.

	K	1-3	4-6	7-8	9-12	*9-12h*	1-3	4-6	7-8	9-12	*9-12h*	
AZ Minimum	350 hrs	712 hrs	890 hrs	1000 hrs	720 hrs	720 hrs	712 hrs	890 hrs	1000 hrs	720 hrs	720 hrs	*AZ Minimum*
FPA Schedule	540 hrs	1080 hrs	1080 hrs	1080 hrs	1080 hrs	900 hrs	1080 hrs	1080 hrs	1080 hrs	1080 hrs	900 hrs	*FPA Schedule*
Exceeds?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	*Exceeds?*
7:00 AM												7:00 AM
7:30 AM												7:30 AM
8:00 AM	1	1	1	1	1	1						8:00 AM
8:30 AM												8:30 AM
9:00 AM												9:00 AM
9:30 AM	2	2	2	2	2	2						9:30 AM
10:00 AM												10:00 AM
10:30 AM												10:30 AM
11:00 AM	3	3	3	3	3	3						11:00 AM
11:30 AM												11:30 AM
12:00 PM						H						12:00 PM
12:30 PM	4	4	4	4	4	Lunch						12:30 PM
1:00 PM							Lunch	Lunch	Lunch	Lunch	Lunch	1:00 PM
1:30 PM		Lunch	Lunch	Lunch	Lunch		5	5	5	5	5	1:30 PM
2:00 PM												2:00 PM
2:30 PM												2:30 PM
3:00 AM							6	6	6	6	6	3:00 AM
3:30 AM												3:30 AM
4:00 PM												4:00 PM
4:30 PM							7	7	7	7	7	4:30 PM
5:00 PM												5:00 PM
5:30 PM												5:30 PM
6:00 PM											H	6:00 PM
6:30 PM							8	8	8	8		6:30 PM
7:00 PM												7:00 PM
7:30 PM												7:30 PM

Table A.4.3 – FPA Daily Schedule by Grade Level and Shift

Dual Shift - To meet the diverse needs of FPA's target population and to maximize efficiency of available resources, FPA's proposed schedule will include two shifts beginning in year two, or once warranted by enrollment. An early shift (Shift A) will begin at 7:30 AM and a late shift (Shift B) will start at 1:30 PM. Each shift will include four (4) 90-minute classes taught each day. Two (2) classes will be core instructional content and two (2) classes will be non-core courses (electives, CTE, fine arts, etc.). Each shift will include eight (8) subjects taught per year for a total of 1,080 instructional hours. This schedule exceeds all state minimum daily, weekly, and yearly instructional requirements for all grade levels.

Alternative "Homeroom" Schedule for High School Students (6 Yearly Credits + a Homeroom) - High school students on track for graduation may opt to replace one of their daily electives with a 30-minute homeroom. This "Homeroom Schedule" includes a minimum of six (6) subjects taught per year which count towards graduation. This exceeds the AZ state minimum requirement which states that a full-time high school student must be enrolled in a minimum of four subjects that count toward graduation.[124] Each shift will include a 30-minute homeroom plus three 90-minute classes per day, two of which will be dedicated to core instruction. This exceeds the AZ state minimum requirement of 164 core instructional minutes per day. Each subject includes 135 instructional hours per year. This exceeds the state minimum requirement of 123 hours per subject per year.[125] FPA's homeroom schedule for grades 9-12 will meet or exceed all daily, weekly, and yearly state instructional requirements.

[124] §ASRS 15-901 The average daily membership of a full-time high school student shall be 1.0 if the student is enrolled in at least four subjects that meet at least 720 hours for a 180-day school year, *or the equivalent instructional hours*." [emphasis added]

[125] A student [must be] enrolled in at least an instructional program of four or more subjects that count toward graduation, each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of 123 hours a year, *or the equivalent*, that

Block Schedule - FPA's proposed schedule uses block scheduling that incorporates 90-minute classes in place of the more traditional 45-50 minute classes. This allows students to focus on fewer classes for extended instructional periods. As a result, FPA students will complete 3-4 full credits each semester rather than the more traditional 6-8 half credits. Research shows that focusing on fewer classes for extended periods of time will better serve our target population and increase academic performance.[126, 127] Data and research-supported rationale for this approach is discussed in more detail at the end of this section.

AOI Attendance Monitoring - Online campus (AOI) students will follow the same daily, weekly, and yearly schedule and calendar as physical campus students. AOI students will meet or exceed all state minimum attendance and instructional requirements. Attendance will be tracked, monitored, and stored through each student's Learning Management System (LMS). Students will log daily attendance through their LMS which time stamps course arrival and departure and monitors and tracks progression throughout each day. Attendance logs are stored in secure servers to verify compliance with all state requirements. In addition to automated tracking, Parents/Guardians are responsible for verifying their students' weekly attendance through the Parent/Student Portal (PSP). Student instructors and coaches will also provide active, daily oversight to ensure attendance, accountability, and integrity.

Daily Schedule and Yearly Credits (Grades 9-12) - Table A.4.5 shows the daily school schedule and yearly credits earned by high school students. The proposed schedule includes six to eight subjects taught each year (3-4 each semester) that count towards graduation. This exceeds the AZ state minimum requirements of four subjects that count toward graduation.[128]

HS Schedule RECOMMENDED: 4 Daily Classes (8 yearly credits)

Minutes		Q1 (M-F)		Q2 (M-F)		Q3 (M-F)		Q4 (M-F)		Subject	Credit
90		Math		Math		Science		Science		Math	1.0
90		ELA	Fall Break	ELA	Winter Break	SS	Spring Break	SS		Science	1.0
90		Elective		Elective		Elective		Elective		English	1.0
90		Elective		Elective		Elective		Elective		S.S.	1.0
										Elective A	1.0
										Elective B	1.0
										Elective C	1.0
										Elective D	1.0
										TOTAL	8.0

HS Schedule: HOMEROOM: 3 Daily Classes (6 yearly credits)

Minutes		Q1 (M-F)		Q2 (M-F)		Q3 (M-F)		Q4 (M-F)		Subject	Credit
90		Math		Math		Science		Science		Math	1.0
90		ELA	Fall Break	ELA	Winter Break	SS	Spring Break	SS		Science	1.0
90		Elective		Elective		Elective		Elective		English	1.0
30		Homeroom		Homeroom		Homeroom		Homeroom		S.S.	1.0
										Elective A	1.0
										Elective B	1.0
										TOTAL	6.0

Table A.4.4 – Daily Schedule and Yearly Credits

Quarterly Schedule - FPA will divide the 180-school year into four separate 9-week quarters. Quarters will be separated by seasonal breaks. This will serve to improve accountability and performance and aligns with the Academic Systems Plan

meets for a total of at least 720 hours for a 180 school year, *or the instructional hours prescribed in this section in a recognized high school*. [emphasis added]

[126] Logan, R., & Geltner, P. (2000). The influence of session length on student success. Report for Santa Monica College

[127] BLOCK SCHEDULING HAS MANY BENEFITS. (1998, Nov 07). Buffalo News Retrieved from http://search.proquest.com/docview/381380405?accountid=458

[128] §ASRS 15-901 - A student [must be] enrolled in at least an instructional program of four or more subjects that count toward graduation, each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of 123 hours a year, *or the equivalent*, that meets for a total of at least 720 hours for a 180 school year, or the instructional hours prescribed in this section in a recognized high school [emphasis added]. The average daily membership of a full-time high school student shall be 1.0 if the student is enrolled in at least four subjects that meet at least 720 hours for a 180 day school year, *or the equivalent instructional hours*." [emphasis added]

outlined in A.5. The following image (A.4.5) shows FPA's yearly instruction will be divided into four 9-week quarters followed by a seasonal break.

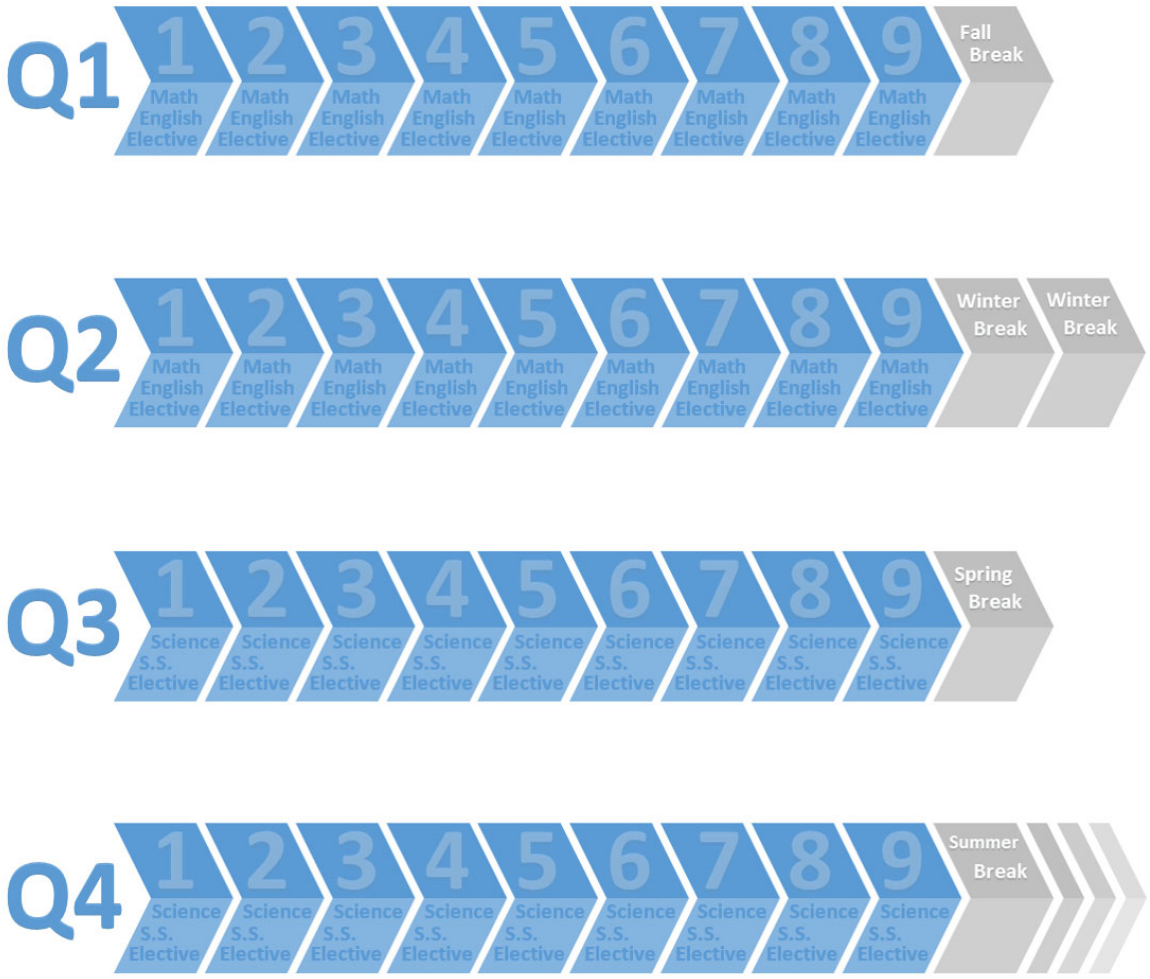


Image A.4.1 - FPA Quarterly Calendar Sequence

Truancy - Under Sections 15.803B and C of the Arizona Revised Statutes, a student's failure to comply with Attendance/Truancy policies and procedures may result in:

- Academic Probation
- Removal from the course(s)
- Withdrawal

C. D. School Calendar

FPA will operate a 180-day school calendar compliant with A.R.S. §15-341.01. See attached exhibit.

Image A.4.2 –Yearly Calendar

E. Rationale

Increased Instructional Time

The high school homeroom schedule provides 1,350 instructional minutes per week in addition to a homeroom. That is 810 instructional hours per year, or 12.5% more instructional time than the state minimum requirement of 720 hours. High school students demonstrating a need or interest for additional instruction or intervention will be encouraged to mirror the middle school schedule.

The middle school schedule provides 1080 instructional hours per year, 8% more than the state minimum requirement of 1000 hours, and 50% more than the high school minimum. The rationale for offering more instructional time is to provide students increased exposure to the curriculum and an opportunity to apply lessons learned. Studies show that increasing instructional and application time positively impacts student achievement.[129]

Dual Shift - FPA's schedule offers students greater flexibility and greater parent/student choice by offering both an early and a late start time. Research by the American Academy of Pediatrics shows that later start times positively impact student health and performance at both the middle school and high school-aged level.[130]

A 2015 study of MA based Nauset Regional High School found that later start times improved performance. With 88% of all MA middle schools and high schools starting before 8:30AM and some parents, students, and teachers requesting later start times, Nauset Regional decided to try it. The results were dramatic; first course tardiness fell by 35 percent, and the number of Ds and Fs dropped by half. About 60 percent of students reported getting at least eight hours of sleep and attendance and standardized test scores increased. The study also found that the number of car crashes involving teen drivers dropped 70 percent.[131]

Eduprize, an Arizona A+ charter school, offers a dual shift schedule with an AM shift beginning at 7:20 and a PM shift starting at 11:00 AM. The program, called TOPS (Targeted Optional Program Schedule), offers greater flexibility to parents, students, and teachers and customized instructional benefits. Eduprize's website states, "Our parents continually report that the benefits to this schedule allow them to have their child attend school when it fits best into their family lifestyle. It is especially helpful for children in multiple extracurricular programs."

Double Periods

The schedule uses double periods. This helps students focus on a particular type of curriculum for a longer period of time before transitioning to something new. It also allows students to take fewer classes at a time enabling them to focus more on each subject instead of attempting to manage multiple classes, projects, and homework assignments simultaneously. A growing body of studies have reported improved academic achievement resulting from such schedules as indicated by honor roll, grade point average, and numbers of A's and F's earned.[132] Research shows many benefits to block style scheduling such as longer blocks of instructional time, fewer interruptions per class, fewer starts and stops throughout the day, and more time for in depth focus on specific topics[133]. In one study, students at Bennett High School in Buffalo, NY cited the following benefits:[134]

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[129] *Berends, M., Goldring, E., Stein, M., & Cravens, X. (2010). Instructional Conditions in Charter Schools and Students' Mathematics Achievement Gains. American Journal Of Education, 116(3), 303-335.*

[130] Studies: Students would benefit from later start times. (2015, Jan 11). Daily HeraldRetrieved from http://search.proquest.com/docview/1644542989?accountid=458

[131] Vaznis, J. (2016, Mar 09). Students see benefits from later school start times. Boston Globe Retrieved from http://search.proquest.com/docview/1771652117?accountid=458

[132] Hottenstein and Malatesta, 1993; Hart, 1994; Buckman, King, and Ryan, 1995; Edwards, 199j; Schoenstein, 1997

[133] Day, T. (1995). New class on the block. *The Science Teacher, 62*(4), 28. Retrieved from http://search.proquest.com/docview/214634053?accountid=458

[134] BLOCK SCHEDULING HAS MANY BENEFITS. (1998, Nov 07). Buffalo News Retrieved from http://search.proquest.com/docview/381380405?accountid=458

"[Block classes] have allowed us to spend more time in class discussing the material presented without being disrupted by a bell after only 40 minutes.

Because of the double periods, and semester courses, we actually take less courses at any one time, thus enabling us to concentrate more on each subject without juggling too many classes or managing overlapping projects and homework assignments.

There is less passing time (wasted) throughout the day, therefore less noise in our hallways.

It has helped prepare us for college, where most classes are longer than 40 minutes.

Our success rate, i.e.: passing the Regents exams, has gone up. We attribute this to the amount of time we spend in class."[135]

The high school schedule also offers daily homeroom time. Homeroom will be used to help students focus on Core Values and develop SMART goals under the supervision of a teacher or administrator. Studies show that structured homeroom activities positively impact student achievement.[136]

Quarterly Schedule

The FPA school calendar offers a clear, succinct, and easy to follow schedule that benefits students, teachers, and staff. The 180-day school year is divided into four 9-week quarters. Each quarter consists of three to four 90-minute blocks. Each class within a block focuses on subject material specific to that block (See Tables A.4.3 - A.4.5). This schedule exceeds the AZ state minimum requirements for full-time high school students as outlined in §ASRS 15-901.[137]

The rationale for breaking the year into quarters and arranging classes in this manner is (A) a quarterly schedule mirrors the schedules used by most businesses and professional work environments. Part of FPA's vision and mission is to better prepare students for life beyond high school. Helping students think and act in terms of quarterly goals with clearly defined objectives and deadlines helps achieve this end. (B) Studies show that students taking fewer classes over a shorter period of time perform better than students taking many classes over an extended period of time. A study by Santa Monica College reviewed the GPA and course completion status of 446,000 students to determine the impact of course length on student achievement. The study found that students enrolled in shorter, 8-week courses with extended class periods outperformed those enrolled in identical[138] courses taught over a longer, 16-week period in both GPA and course completion percentage. The same results held true across all subjects and all demographics.[139]

Courses

FPA's courses will greatly benefit the target population. Through superior academic offerings and enhanced instructional delivery, FPA's classes will help students in the target population better prepare for college and career readiness.

- Academic Offerings

[135] BLOCK SCHEDULING HAS MANY BENEFITS. (1998, Nov 07). Buffalo News Retrieved from http://search.proquest.com/docview/381380405?accountid=458

[136] Smerdon, B. A. (2002). Students' perceptions of membership in their high schools. *Sociology of Education, 75*(4), 287-305. Retrieved from http://search.proquest.com/docview/216485153?accountid=4

[137] "A student [must be] enrolled in at least an instructional program of four or more subjects that count toward graduation, each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of 123 hours a year, *or the equivalent*, that meets for a total of at least 720 hours for a 180 school year, *or the instructional hours prescribed in this section in a recognized high school*. The average daily membership of a full-time high school student shall be 1.0 if the student is enrolled in at least four subjects that meet at least 720 hours for a 180 day school year, *or the equivalent instructional hours*." [emphasis added]

[138] In terms of content, subject material, assignments, and total instructional time

[139] Logan, R., & Geltner, P. (2000). The influence of session length on student success. Report for Santa Monica College

- With over 160 available classes, 90 in grades 7-12, Freedom Prep offers a broad range of core and elective classes designed to serve the diverse needs and interests of our student population. In addition to standard core classes, Junior High and High School offerings include 12 CollegeBoard-approved AP classes, 14 foreign language classes (including Spanish, French, and German), and over 40 CTE, fine art, and elective classes. Courses are backwards-designed to align to Arizona's college and career readiness standards and contain logically scaffolded lesson plans with grade appropriate instruction, activities, and assessments. Students will be encouraged to select an FPA focus track which arranges their elective courses into a concentration of study directed towards a certificate of competency (See A.1.a).

- Enhanced Delivery (Consistent and High-Quality Instruction, Better Support, Increased Flexibility,)
  - FPA's weekly schedule consistently delivers high-quality instruction. With over 70,000 carefully-vetted and pre-recorded lectures, FPA's Master Teachers deliver consist, high-quality instructional content to every student. Adjustable playback features allow every student a front seat in the classroom as they control the volume, path, and pace of their own instruction. Caring and knowledgeable educators provide better support. With Master Teachers managing direct instruction, Facilitators and Coaches have more time to facilitate individual and group activities, oversee student progress, and intervene to ensure academic success. Increased flexibility allows students greater access to more individualized content. Through a robust online learning management system, students can access their weekly schedule including assignments, grades, and assessments 24/7. These features combine to provide our target population an enhanced educational experience.
- Sample Schedule of Classes and Catalog of Offerings
  - The tables below show a sample weekly schedule grouped by semester followed by a list of FPA course offerings. The schedule shows the recommended path to graduation with grade appropriate core classes in Math, ELA, Science, and Social Studies plus student-selected electives. This student is attending an AM Shift (7:30 – 1:30) and pursuing a Computer Science: Technical Skills focus track starting in grade 9 (highlighted in blue). Each semester she is enrolled in two 90-minute core classes (highlighted in gray) and two electives. She attends school Monday through Friday from 7:30AM – 1:30PM. Note that if she were pursuing a different or an additional FPA Focus Track such as PreLaw, PreMed, Creative Arts, Performing Arts, Business Management, etc. then her elective courses would be aligned to that chosen track (See A.1.a). The schedule shows how these classes would greatly benefit this student. Not only is she engaged in rigorous college and career relevant courses, but the classes in her chosen Focus Track would prepare her to earn her A+, Net+, and Security+ Certificates while in high school greatly increasing her employability upon graduation.

Semester 1		Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7:30	**Math**	7th Grade Math	8th Grade Math	Algebra I	Geometry	Algebra II	Pre-Calculus
9:00	**English**	7th Grade ELA	8th Grade ELA	HS English I	HS English II	American Literature	College Prep English
10:30	**Elective A**	Spanish 1	French 1	IS Fundaments	Fundamentals of Networking	Fundamentals of Cyber Security	Intro to C/C++
12:00	**Elective C**	MS Health and Nutrition	MS Art and Design	HS Music Appreciation	Electrical Technology I	Human Anatomy Med Terminology	Intro to Accounting
Semester 2		**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
7:30	**Science**	Earth Science	Physical Science	Physical Science	Honors Biology	Honors Chemistry	Honors Physics
9:00	**S.S.**	Middle School American History	Middle School Ancient Civ.	US History I and II	World History/ Geography	U.S. Gov/Economics	Personal Finance
10:30	**Elective B**	Spanish 2	French 2	Personal Computer Hardware Support	Wireless Net Concepts	Fundamentals Of SSCP®	C++ Programming I
12:00	**Elective D**	MS Foundations of Music	(ESP) Emotional, Social & Physical Ed	HS AP Music Theory	Electrical Technology II	HS U.S. Agriculture	Business Management

Table A.4.5 – Sample Schedule of Classes Including Focus Track

The table below shows a list of FPA course offerings grouped by subject and Focus Track.

MATH	STEM / CTE
• E Kindergarten Math	• HS AP Computer Science Principles
• E Grade 1 Math	• HS AP Computer Science
• E Grade 2 Math	• HS Intro to Accounting
• E Grade 3 Math	• HS Principles of Business, Marketing, and Finance
• E Grade 4 Math	• HS Business Management
• E Grade 5 Math	• HS Information Management 1
• MS Grade 6 Math	• HS Information Management 2
• MS Grade 7 Math	• HS U.S. Agriculture
• MS Grade 8 Math	• HS Plumbing Techology 1
• HS Algebra 1	• HS Plumbing Technology 2
• HS Geometry	• HS Electrical Technology 1
• HS Algebra II	• HS Electrical Technology 2
• HS Trigonometry	• HS HVAC-R 1
• HS AP Calculus	• HS HVAC-R 2
• HS AP Statistics	**ARTS**
SCIENCE	• MS Foundations of Music
• E Kindergarten Science	• MS Intro to Coding 1
• E Grade 1 Science	• MS Intro to Coding 2
• E Grade 2 Science	• MS Health and Nutrition
• E Grade 3 Science	• HS AP Studio Art
• E Grade 4 Science	• HS AP Music Theory
• E Grade 5 Science	• HS Music Appreciation
• MS Grade 6 Science	• HS Spanish 1
• MS Basic Science Concepts 1	• HS Spanish 2
• MS Basic Science Concepts 2	• HS Spanish 3
• MS Earth Science	• HS French 1
• MS Life Science	• HS French 2
• HS General Chemistry	• HS German 1
• HS Honors Chemistry	• HS German 2
• HS AP Chemistry	• HS Emotional, Social, and Physical (ESP) Education
• HS General Biology	• HS Health and Nutrition
• HS Honors Biology	• HS AP Psychology
• HS AP Biology	**Computer Science 1 (Cyber)**
• HS General Physics	• Information Systems Fundaments
• HS Honors Physics	• Personal Computer Hardware Support
• HS AP Physics	• Intro to C/C++
• HS Physical Science	• C++ Programming II
• HS Environmental Science	• Video Communication Fundamentals®
• HS AP Environmental Science	• Fundamentals of Networking
• HS Human Anatomy and Medical Terminology	• Wireless Networking Concepts
ELA	• Fundamentals of Cyber Security and Cryptography
• E Kindergarten Language Arts/Reading	• Fundamentals Of SSCP®
• E Grade 1 Language Arts/Reading	**Computer Science 2 (Digital Arts)**
• E Grade 2 Language Arts/Reading	• Intro to Electronic Publishing and Graphic Arts
• E Grade 3 Language Arts/Reading	• Electronic Publishing With Indesign®
• E Grade 4 Language Arts/Reading	• Image Editing With Photoshop® A
• E Grade 5 Language Arts/Reading	• Image Editing With Photoshop® B
• MS Grade 6 Language Arts/Reading	• Video Communication Fundamentals®
• MS Grade 7 Language Arts/Reading	• Multimedia Development with Flash®
• MS Grade 8 Language Arts/Reading	• Web Design with Dreamweaver® A
• MS Basic Language Arts/Reading Concepts (SPED)	• Web Design with Dreamweaver® B
• MS Basic Language Arts/Reading Concepts 2 (SPED)	**Pre-Law - Civic Engagement & Economic Thought & Leadership***
• HS AP English Language and Composition	• Philosophy of Law
• HS AP English Literature and Composition	• U.S. Constitution
• HS English 1	• Arizona Politics & Constitutionalism
• HS English 2	• Great American Leaders
• HS English 3 – American Literature	• Debating American Constitutionalism
• HS English 4 – British Literature	• Consent of the Governed
• HS CP English 4	• Women in Political Thought and Leadership
• HS Language Arts/Reading Concepts for High School 1	• Capitalism & Great Economic Debates
• HS Language Arts/Reading Concepts for High School 2	• Intro to Statistics & Quantitative Political Methodology
• HS English 1 – SPED	**Performing Arts***
• HS English 2 – SPED	• Intro to Digital Sound
• HS English 3 – SPED	• Intro to Piano
• HS English 4 - SPED	• Media Literacy for Musicians

HISTORY AND SOCIAL STUDIES	• Intro to Music Therapy
• E Kindergarten Social Studies	• Film Scoring and Theatre
• E Grade 1 Social Studies	• Vocal Performance
• E Grade 2 Social Studies	• Theory and Composition
• E Grade 3 Social Studies	• Latin Ethnomusicology Ensembles
• E Grade 4 Social Studies	**Business and Entrepreneurship***
• E Grade 5 Social Studies	• Philosophy of Business
• MS Grade 6 Social Studies	• Intro to Economics
• MS Grade 7 Social Studies	• Intro to Accounting
• MS American History	• Intro to Statistics
• MS Ancient Civilizations	• Intro to Digital Marketing
• MS Geography	• Energy and Industrial Progress
• MS Personal Finance	• Foundations of Entrepreneurship
• MS Basic Social Studies Concepts	• Foundations of Business Management
• HS Personal Finance	**Pre-Med – Human Anatomy and Physiology***
• HS Economics	• Philosophy of Medicine
• HS AP U.S. History	• Intro to Human Anatomy and Physiology
• HS AP European History	• Intro to Evolutionary Biology
• HS AP World History	• Conceptual Approaches to Biology I
• HS High School Geography	• Conceptual Approaches to Biology II
• HS U.S. History 1 (1760-1877)	• Molecular Genetics: From Genes to Proteins
• HS U.S. History 2 (1877-Present)	• Kinesiology: The Mechanics of Motion
• HS U.S. History A (1877-1940)	• Bio-Informatics
• HS U.S. History B (1940-Present)	**Other***
• HS Epic Moments in World History	• World Religions
• HS U.S. Government	• Water Management
• HS World History 1	• Intro to Data Visualization
• HS World History 2	• Intro to Machine Learning
• HS Basic Social Studies Concepts for High School (SPED)	* - In Progress

Table A.4.6 Course Catalog – Names of Courses by Subject and Track

F. Professional Development

To ensure and maintain delivery of quality instruction, FPA will provide staff with adequate time and professional development training to prepare, collaborate, analyze data, and reflect on the assessment results of all students. Prior to the start of the school year, FPA will conduct 7 full days of teacher training followed by on-going professional development throughout the school year.

Professional Development topics will be based on needs assessment inventories completed by teachers, areas of weakness identified through teacher shadowing and observation, analysis of student achievement data, quarterly survey results by staff and students, and other relevant topics impacting the needs of our target population.

Training topics will include but not be limited to:

- FPA mission, vision, values, and philosophy
- Use of FPA online tools and resources, including appropriate use of electronic resources
- Benchmarking and PLC trainings
- Quarterly Student Feedback Surveys
- Building of end of course common assessments aligned to standards
- Strategies for teaching in a project-based and collaborative learning environment
- Student engagement strategies
- Student progress reports
- Goal setting
- Advisory and Personalized Learning Plans (PLPs) trainings
- Best practices training for social and emotional learning (SEL)
- Community member volunteers to discuss opportunities for service learning and mentorship
- The Not Yet “not yet” methodology taught by Carol Dweck in Mindsets
- Data reports and how teachers will utilize reflections and information
- Course documents and rubrics used

- How performance data will be made comprehensible to parents

Professional development training will be a continuous process throughout the school year in much the same manner as the teaching of new material to students. Teachers will be given time to analyze and disaggregate student data, set goals, plan for improvement, celebrate success, and evaluate effectiveness of instructional content and delivery methods.

While professional development and teacher training will be ongoing and continuous, to ensure adequate instruction and proper allocation of resources, the Principal Director and Lead Instructor will create and oversee the implementation of an annual schedule including staff meetings, PLCs, and teacher trainings. This schedule will be included in FPA's yearly calendar prior to the start of each year (see A.5.f and Exhibit A.4.1 School Calendar). Below is a summary of the yearly professional development schedule:

Schedule Summary

	Total Hours	Note
Staff Training (pre-year)	56	7-day staff orientation prior to school start (Jul 27 – Aug 4)
Ongoing Professional Development (all-year)	54	90 minutes reserved each Wednesday (1:30 – 3PM in year 1) for ongoing professional development throughout school year. • 1st Wed – All staff meeting • 2nd Wed – PLCs • 3rd Wed – Professional Development • 4th Wed – Professional Development
Staff Reflection (post-year)	16	2-day staff reflection after school ends (May 20 – 21)
TOTAL	126	

Table A.4.7 – FPA Professional Development Outline

Pre-Year

Prior to the start of the school year for students, FPA staff will conduct a 7-day teacher and staff training. This training will be purposed in building unity and culture and addressing FPA's key processes and strategies. The training will focus on the following four themes:

1. Culture (Day 1)
2. Systems (Days 2-3)
3. Curriculum and Instruction (Days 4-5)
4. Assessment (Days 6-7)

Mid-Year

Throughout the year, 1.5 hours each Wednesday will be dedicated to professional development. The first Wednesday of each month will be dedicated to an all-staff meeting, the 2nd Wednesday to PLC meetings, and the 3rd and 4th Wednesdays to small group or individual development activities which may include web-based trainings, PLC follow-up, data analysis, goal setting, and 360-degree performance reviews. Meetings, trainings, and development activities will all be rooted in student achievement.

Additionally, the weekly schedule provides adequate time each day for proactive, teacher-initiated collaboration. Instructors, coaches, staff, and PLCs will be encouraged to find weekly opportunities for informal observation, collaborative reflection, and data reviews from academic programs.

Post-Year

After the final day of school for students, two teacher work days will be reserved for staff reflection.

Revision Note:

Clarity regarding teacher visits to homes: FPA Teachers will *not* make house visits.

While teachers will interact with students through a Learning Management System, which may be accessed from home, teachers will not make house visits. Proper use of online tools and resources will be of utmost importance. To ensure and maintain a safe learning environment, a key and ongoing training topic will be appropriate use of electronic resources (see training topics listed above). FPA teachers and staff will receive continual instruction in how to properly, professionally, and safely manage web-based tools and resources.

Clarity regarding community-based specials: FPA offerings will *not* include community-based specials.

In line with our mission to provide an enriching, career-relevant learning environment, FPA will make appropriate efforts to connect students to their community. These efforts include, but are not limited to, planning and participating in field trips, inviting relevant community leaders into the classroom, and fostering opportunities for service, outreach, and extra-curricular activities. That said, FPA offerings will not include "community-based specials." Ongoing Professional development training will instruct teachers and staff on safe, proper, and appropriate community outreach efforts.

Exhibit A.4.1 – School Calendar

Calendar shown is consistent with the 180-day calendar selected on the Title Page and compliant with minimum number of school days per year as described in A.R.S. §15-341.01.

Jul-20

S	M	T	W	T	F	S	
			1	2	3	4	7/3 Independence Day
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		7/27-8/4 Teacher Work Days

Aug-20

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	8/5 1st Day of School
9	10	11	12	13	14	15	8/5 Start of Q1 (47 days)
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

Sep-20

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	9/7 Labor Day
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				9/30 40th Day

Oct-20

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	10/9 End of Q1
11	12	13	14	15	16	17	10/10 10/18 - Fall Break
18	19	20	21	22	23	24	10/19 Start of Q2 (43 days)
25	26	27	28	29	30	31	

Nov-20

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	11/26-27 Thanksgiving
22	23	24	25	26	27	28	
29	30						

Dec-20

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	12/18 End of Q2
20	21	22	23	24	25	26	12/19 - 1/3 Winter Break
27	28	29	30	31			

Jan-21

S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	1/4 - Start of Q3 (43 days)
10	11	12	13	14	15	16	1/15 - 100th Day
17	18	19	20	21	22	23	1/18 - Martin Luther King Day
24	25	26	27	28	29	30	
31							

Feb-21

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	2/15 - President's Day
28							

Mar-21

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	3/5 - End of Q3
14	15	16	17	18	19	20	3/6 - 3/14 - Spring Break
21	22	23	24	25	26	27	3/15 - Start of Q4 (47 days)
28	29	30	31				

Apr-21

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	4/16 - April Break
18	19	20	21	22	23	24	
25	26	27	28	29	30		

May-21

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	5/19 Last day of school (Q4)
16	17	18	19	20	21	22	5/20 Summer Start (42 days)
23	24	25	26	27	28	29	5/20-5/21 Teacher Work Days
30	31						

Jun-21

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	**Professional Development**
13	14	15	16	17	18	19	1st Weds = All Staff Training
20	21	22	23	24	25	26	2nd Weds = PLC Training
27	28	29	30				3rd-4th Weds = Personal & PLC

A.5
Academic Systems Plan

Academic Systems Plan Template

Applicant Name: Freedom Prep Academy - Mesa

Duration of the Plan: Begins July 1 and continues for two years

	Baseline (current performance of target population)	**Predicted Target** (expected performance in Year 1)
Math	28.5	50.0
Reading	32.2	50.0

Narrative for setting baseline figures

The baseline figures shown above were calculated by determining the weighted average of students scoring proficient on the 2018 AZMerit assessments within the target population. Proficiency or "passing" refers to the percent of students within the target population scoring proficient (level 3) or highly-proficient (level 4) on the AZMerit Math and ELA assessments. Scores were retrieved from https://azreportcards.azed.gov/schools/.

To determine the weighted average, FPA used the 2018 scores of schools operating within the target population (see A.2).[1] Of these, 13 schools served students in grades 7-8 and 12 schools served students grades 9-12. The reason these schools were selected is because (A) they operate within a 6-mile radius of FPA's target site location and (B) they represent an accurate sample of the student population FPA intends to enroll (See A.1 and A.2).

The tables below show the 2018 AZMerit pass rates for Math and Reading for students attending comparable middle schools and high schools within a 6-mile radius of the target site location. The baseline level for Percent Passing is determined by factoring the weighted average based on enrollment for the listed schools. The schools were divided into two blocs: Bloc A and Bloc B. Bloc A consists schools serving grades 7-8 and makeup a combined 33.3% of the total weighted average scores and Bloc B consists of the high schools serving grades 9-12 and makeup a combined 66.7% of the total weighted average scores.

[1] Academic performance was determined using data from each school's academic dashboard at http://online.asbcs.az.gov/

	Type[2]	Grades	% Proficient Math	% Proficient Reading	Enrollment	Weight
Carson	D	7-8	25	24	1019	4.9%
Kino	D	7-8	16	18	1032	5.0%
Poston	D	7-8	39	36	961	4.6%
Rhodes	D	7-8	16	24	939	4.5%
Stapley	D	7-8	65	55	971	4.7%
Taylor	D	7-8	38	38	1150	5.6%
Mesa Arts Academy	CT	7-8	48	50	50	0.2%
Eduprize Gilbert	CT	7-8	57	61	256	1.2%
Children First Academy	CT	7-8	8	7	52	0.3%
Step Up School	CT	7-8	19	15	18	0.1%
Imagine Tempe	CT	7-8	38	33	*15*	0.1%
Vista Grove Prep	CA	7-8	6	17	*18*	0.1%
Primavera	CA-O	7-8	23	36	415	2.0%
WEIGHTED AVERAGE			33.2	33.6	6896	33.3%
Dobson High School	D	9-12	24	28	2363	7.7%
McClintock High	D	9-12	32	36	1806	5.8%
Mesa High School	D	9-12	24	21	3506	11.4%
Mountain View	D	9-12	42	42	3257	10.5%
Westwood High School	D	9-12	21	25	3282	10.6%
Heritage Academy	CT	9-12	51	76	404	1.3%
Sequoia Secondary	CT	9-12	13	19	276	0.9%
Eduprize Gilbert	CT	9-12	63	64	106	0.3%
Great Hearts Arete Prep	CT	9-12	58	58	262	0.8%
New School for the Arts	CT	9-12	27	51	172	0.6%
Primavera	CA-O	9-12	23	36	4227	13.7%
Student Choice (79022)	CA-O	9-12	2	10	923	3.0%
WEIGHTED AVERAGE			26.9	31.7	20584	66.7%
Middle School (33.3%)	All	7-8	33.2	33.6	6896	
High School (66.6%)	All	9-12	26.9	31.7	20584	
Combined	All	7-12	28.5	32.2	27480	
Year 1 Goal			50.0	50.0		
State Average (7-12)			38.1	37.3		
State Average (K-12)			41.0	41.0		

Combined	% Proficient Math	% Proficient Reading	*Weight*
Average Middle School	33	34	*33%*
Average High School	27	32	*67%*
Weighted Average	**28.5**	**32.2**	*100%*

Table A.5.3: Target Population Weighted Average Percent Pass Rate for Reading and Math

[2] D = District School, CT = Charter Traditional, CA = Charter Alternative, O = AOI

Predicted Baseline for Percent Proficient (Reading)	**32.2**
Predicted Baseline for Percent Proficient (Math)	**28.5**

These scores were the basis for predicting Freedom Prep Academy's baseline figures for math and reading. We calculated our predicted target performance by adding 900 basis points to 2017-2018 state average pass rates. The 2017-2018 state wide pass rate for Math and Reading is 41%. Increasing each by 9% gives us our target performance of 50%. Meeting this goal would place us among the highest performing schools in our target population.

AREA I: Elements of a Comprehensive Curriculum System

Complete the plan for each of the five sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following elements of a comprehensive curriculum system:*

i. *adoption of curriculum aligned to Arizona State Standards;*
ii. *implementation of curriculum;*
iii. *evaluation of curriculum*
iv. *revision of curriculum; and*
v. *adaptation to address the curriculum needs of subgroup populations.*

For each Action Step you add, ensure all fields have been completed.

Elements addressed in Area I, Section i-a and i-b:

i. adoption of curriculum aligned to Arizona State Standards;
- ✓ *adopting new and supplemental curriculum,*
- ✓ *gathering curriculum options,*
- ✓ *evaluating proposed curriculum programs and materials, and*
- ✓ *verifying the curriculum is aligned to Arizona State standards.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
i-a. Develop course-specific school-wide and yearlong curriculum scope and sequence documents to list topic/skill sequence and timeline	Curriculum Team • Principal • Operations Director • Lead Instructor	Year One Scope and sequence started in January 2020 and completed in June 2020.	Scope and sequence for each content area (This document will be used by teachers to plan their lessons and pacing guides).

in a coherent manner aligned to the Arizona College and Career Readiness Standards (ACCRS).		Year Two Scope and sequence completed by June 2020. Year three Scope and sequence completed by June 2021.	
Process for Implementing Action Step			
In year one, the Curriculum Team consisting of the principal, operations director, and lead instructor, will create the scope and sequence from the unpacked standards of the ACCRS. Curriculum Scope and Sequence documents will align to Arizona's College and Career Ready Standards. In year two, the Curriculum Team will review and adjust the scope and sequence based on formative and summative data and on ACCRS standards. In year three, the Curriculum Team will adjust the scope and sequence based on formative and summative data and on ACCRS standards. For years one through three, the Team will work together to construct the curriculum for electives, CTE courses, and "Track" schedules.			

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
i-b. Adopt a variety of foundational and supplemental core skills curriculum aligned to Arizona State Standards	Curriculum Team • principal, • operations director, • lead instructor	At least annually prior to the start of the school year, but can be done as an ongoing practice based on student needs	Scheduled curriculum demos Notes from curriculum review Curriculum resources are present in classroom or accessible via computer for students to use. Project plans
Process for Implementing Action Step			
With scope and sequence documents established, the curriculum leadership team, comprised of the Principal, Operations Director, and Lead Instructor will research and conduct due diligence on a variety of web-based, printed, and hands-on curriculum initially during the planning year and will make a decision about what resources to adopt based on the following criteria: 1. Alignment to state standards 2. Content: engaging, accurate, and age appropriate 3. Ability to track mastery and show progression along the way 4. Ability to support a wide range of readiness and support levels required 5. Ease of use			

6. Technical quality and support

The team will participate in demos of each product, analyze the content and technical components, and seek testimonies from other schools that have used the resources. The team will make initial decisions by June of 2020. Then, throughout each academic year, based on feedback from students, parents, and instructors, the leadership team will have the ability to adopt or revise additional curriculum resources that best support the mastery of academic state standards at all levels. The resources will align to the sequence of standards required in each academic level and include web-based programs in math and English language arts and may also include self-paced work provided through printed curriculum resources, such as a grammar book with rules to learn and practice.

Elements addressed in Area I, Section ii:

ii. implementation of curriculum;

- ✓ *integrating curriculum into instruction consistently, and*
- ✓ *implementing the curriculum with fidelity to the design of the curriculum and program of instruction.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
ii. Implement curriculum	Principal Operations Director Lead Instructor Instructors Coaches	Daily throughout School Year	Lessons completed Writing samples Project artifacts Exhibitions of learning

Process for Implementing Action Step

Core skills:
1. Instructors and Coaches will introduce students to the curriculum resources during the first two weeks of school.
2. Students progress through their core skills curriculum at their own pace based on daily, weekly, and session goals aimed at advancing in competency levels for each subject.
3. Instructors and Coaches provide guidance on the pace needed for necessary progress.
4. As students demonstrate mastery of content for each lesson, they move on to the next lesson. Series of lessons, practices problems, games, and quizzes accumulate to represent an academic level.

Writer's workshops:
1. Instructors design a new writing quest each session progressing through different genres each session.
2. Students have full freedom in their choice of content; however, they must learn how to navigate the creative constraints that come with each genre.
3. Writers' Workshop takes place 2-3 days per week for about 1.5 hours. It begins with a launch (discussion) that includes a call to action for the day. During the launches, students are introduced to new writing techniques facilitated by instructors and using various writing texts and world class examples.
4. Students engage in pre-writing and drafting
5. Students practice grammar using adopted grammar curriculum resources
6. Students share, critique, edit, and provide feedback via discussion forums

7. Students publish final drafts
Quest-based projects:
1. Instructors will introduce new quest-based project at the beginning of each session.
2. The instructor will introduce the quest narrative along with the overarching question or challenge.
3. Each week, student will complete new challenges related to the quest and advance to the next challenge
4. Students use the resources provided in the quest or seek out additional resources via the web, peers, or resources external to the course.
5. Students present the culmination of their projects in a public presentation or exhibit

Elements addressed in Area I, Section iii & iv:

iii. revision of curriculum
- ✓ *making revisions to existing curriculum, and*
- ✓ *replacing/supplementing existing curriculum through adoption of new curriculum.*

iv. revision of curriculum
- ✓ *making revisions to existing curriculum, and*
- ✓ *replacing/supplementing existing curriculum through adoption of new curriculum.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
iii. & iv. Evaluate and revise curriculum	Instructors (with oversight from lead instructor and principal director and support from the operations director) students also hold responsibility with choice and voice in identifying helpful resources and books of interest	Formally at the end of each semester Weekly for instructors and students	-Student written reflections -NWEA MAP reports -Reports from instructional software programs -Exhibitions -Newly adopted curriculum -Revised project or writer's workshop plans

Process for Implementing Action Step

1. Instructors will evaluate curriculum formally after the semester for their assigned courses based primarily on student feedback and student progress on mastering academic state standards.
2. At the end of the semester, students will write a reflection on the course content and resources available which are intended to help them master academic standards. The goal is for students to take responsibility for evaluating the tools and resources needed to reach their goals of mastery. Instructors will review the feedback.
3. At least once a week, instructors will examine how students are performing on standard aligned lessons integrated in the software and in writing samples
4. Instructional software programs will be intelligently adaptive, meaning if a student gets a question wrong it immediately offers a new branch of the curriculum tailored to a student's predicted need. A

student can work back to the original learning objective once proven ready. Software can also offer suggested additional resources such as a new video or written explanation based on a student's past performance.
5. Instructors can also suggest different resources or assign specific lessons based on need
6. Students can choose from different programs and resources to help them prove mastery of academic content. They can also seek out additional resources to help master the learning objectives (such as a helpful YouTube video or a peer).
7. Instructors will administer assessment (NWEA MAP or similar) at the end of each semester to help assess quality of learning.
8. Instructors and coaches observe students in Socratic discussion and during exhibitions to evaluate their progress on learning objectives as well.
9. At least once a semester, the principal director, operations director, and instructors will review the data from instructional programs and the MAP assessment. Together, they will decide if different or additional resources are needed based on gaps in learning or trends among multitude students.
10. To adopt new curricular resources, the leadership team and instructors will once again use the criteria listed above for reviewing and adopting new tools and resources.
11. The team will follow up at the end of the session once curriculum has been adapted to see if progress was achieved.

Elements addressed in Area I, Section v:

v. adaptation to address the curriculum needs of subgroup populations.

- ✓ *ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
v. Adapt curriculum to address the needs of subgroup populations	Instructors, special education team, principal director	Immediately when needed is presented. A thorough review is conducted at least once each semester	Analysis reports Newly adopted curriculum Revised project plans

Process for Implementing Action Step

We will follow the same process for evaluating and revising curriculum as described above, but with specific emphasis on

addressing the needs of subgroup populations (special education, ELL, low-income, minority groups, students performing in the bottom quartile, etc . The data will be segmented by subgroup to look for trends and gaps in learning that can be attributed to curriculum and the unique needs of each subgroup. For example, the data may show that the English language learner subgroup is struggling with various learning objectives in math while other students are not. The instructors and principal director would see that in the data and investigate if the root issue is the curriculum. They would also

consult with specialists for that subgroup, such as a special education team. If the issue is tied to curriculum, then the team can evaluate, pilot, and adopt new tools and resources according to the process outlined above to see if they help students be more successful. When the curriculum is adapted, the team will follow up after a session to evaluate if improvements have been made for the subgroup in concern.

AREA II: Elements of a Comprehensive Assessment System

Complete the plan for each of the four sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following elements of a comprehensive assessment system to assess student performance:*

i. *developing the assessment system;*
ii. *analyzing assessment data;*
iii. *adapted to meet the needs of subgroups; and*
iv. *year to year comparison.*

For each Action Step you add, ensure all fields have been completed.

Elements addressed in Area II, Section i:

i. *Developing the assessment system to include:*
   - ✓ *creating a data collection system that involves both formative and summative assessments,*
   - ✓ *ensuring the assessment system is aligned to the curriculum, and*
   - ✓ *the instructional methodology/program.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
i.a. Develop and administer the assessment system i.b. Ensure the assessment system is aligned to the curriculum i.c. Ensure the assessment system is aligned to the instructional	• Principal Director (oversight) • Instructors & coaches (administer) • Operations director (logistics and data support) • Curriculum Team and Students (Ensure alignment to curriculum and instructional methodology / program)	• Formative assessment occurs daily through online program quizzes, observation from instructors and coaches, peer feedback, Socratic discussion, and personal reflection • Exhibitions of learning occur at the end of each quarter (4 times a year)	• Reports from online programs • Book reviews • Writing samples • Exhibitions • Project artifacts • Coach and Instructor evaluations • NWEA MAP assessment • AzMerit results • Faculty and Student feedback surveys

methodology / program		• Coaches and Instructors provide reviews at the end of each quarter (4x each year) • NWEA MAP assessment occurs at least 3x each year • AzMerit occurs 1x each year in spring • Student and Staff Assessment feedback is submitted quarterly • Curricular-Methodology-Assessment alignment is completed annually before the start of each year.	• Curriculum Team evaluation and/or revision report

Process for Implementing Action Step

Many layers and modes of assessment are embedded in the academic plan. Students hold the responsibility to prove what they can do and are given many opportunities to do that. The assessment system will be reviewed quarterly and updated annually and as needed to ensure alignment to curriculum and instructional methodology/program.

1. Students progress through web-based programs which embed formative assessment in each lesson.
2. Instructors and coaches can login to an admin portal and see how long students have engaged in a lesson, achievement outcomes, and pace of progress.
3. Instructors and coaches observe a student working through web-based activities, modules, and units or with hands-on manipulatives and make notes of challenges and successes.
4. Students complete writing drafts and present to peers, coaches, instructors, and family for feedback
5. Instructors and coaches observe web-based participation posts and writing samples as evidence of learning and growth
6. Students demonstrate learning by presenting artifacts and explanations at end of quarter exhibitions
7. Students evaluate themselves and provide peer feedback through group activities and participation threads.
8. Coaches provide quarterly qualitative evaluation and 360-reviews based on soft skills (ie implementation of core values, participation, teamwork, engagement, attitude, and follow-through)
9. Instructors provide quarterly quantitative evaluation and 360-reviews based on hard skills (ie academic performance and mastery of content).
10. Parents will also have an opportunity to see students prove what they can do at quarterly exhibitions and provide feedback for their children.
11. Students demonstrate knowledge of humanities topics and critical thinking during Socratic discussion
12. Students take a standardized assessment (NWEA MAP) a minimum of 3 times a year to prove mastery and growth on grade level standards for math and English language arts

13. Students take the AzMerit assessment every spring
14. Curriculum Team develops and administers web-based end of quarter surveys
15. Students and Faculty complete end of quarter survey to evaluate effectiveness of assessment system
16. Curriculum team reviews end of quarter surveys to evaluate performance, progression, and mastery
17. Curriculum team evaluates Courseware-embedded deficiency diagnostics, baseline, formative, summative, and state standardized assessment results to identify potential deficiencies and recommend revisions.
18. Director Team and Curriculum team review and revise assessment system annually and as needed to ensure alignment to curriculum, standards, and instructional methodology
19. Assessment adjustments will be based on a combination of students' observed performance, self-reported feedback, end of quarter surveys, alignment to curriculum and methods of instruction, and levels of understanding or lack thereof

Elements addressed in Area II, Section ii:

ii. *Analyzing assessment data to include:*
- ✓ *students are performing,*
- ✓ *whether instructional methodology and curriculum are meeting the needs of all students, and*
- ✓ *what adjustments are made when methodology and/or curriculum are not meeting student needs.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
ii. Analyze the assessment data	Primary responsibility for individual data analysis rests with the students who take ownership of their own learning and growth However, parents, coaches, instructors, and directors all monitor progress, ask relevant questions, hold them accountable, and challenge along the way	Formative assessment is reviewed immediately as available which is often daily. Large scale assessment, such as the NWEA MAP test is analyzed within a week of being available.	Assessment summary reports Personal reflections from students Observation notes from Instructors MAP assessment review

Process for Implementing Action Step

1. Coaches and Instructors facilitate discussion with students regarding long term learning objectives. They also help students understand the terms: challenge zone, comfort zone, and panic zone through guided discussion

2. Student receive immediate feedback of learning in online programs
3. Instructors review and analyze data from admin portals for online programs every week (available daily)
4. Coaches and Instructors observe students in discussions and in small group reading
5. Operations director helps to streamline process of data collecting and reporting
6. Instructors and coaches meet weekly to review data from programs and observations and discuss trends, successes and challenges. They may also conference on specific students to brainstorm how they might inspire, mentor, or further support that student.
7. At least once a semester, the principal director, operations director, and instructors will review MAP assessment data and together decide if different or additional resources are needed based on gaps in learning or trends among a multitude of students.
8. If/when deficiencies are identified in methodology and/or curriculum, the leadership team and instructors will use the criteria listed in A.5 Area I, Sections iii and iv for reviewing and adopting new tools and resources.
9. The team will follow up at the end of the session once curriculum has been adapted to see if progress was achieved.

Elements addressed in Area II, Section iii:

iii. *Adapted to meet the needs of subgroups by:*
- ✓ *evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
iii. Adapt to meet the needs of subgroup populations	Principal Director Lead instructor Special education team	Collect assessment data on an ongoing basis (daily) Formally review assessment for each course once a quarter (every 7-9 weeks); 4 times a year. A thorough, more in depth review by subgroups is conducted at least once each semester.	Data analysis by subgroups Adapted assessments for subgroup populations Revised curriculum One on one conferences with struggling students
Process for Implementing Action Step			
Data from all forms of assessment is analyzed as described above for each individual student, all students and for subgroup populations to ensure that each student and student group is making adequate progress. If the leadership team or instructors determine there is not sufficient data for subgroup populations to			

make informed decisions, then instructors will adapt the assessment system. This may include additional forms of assessment or revised assessment that still allows a student to demonstrate mastery of the learning objective.

Instructors will also administer accommodations for special education students on each assessment based on a student's Individualized Education Plan (IEP).

The ongoing formative assessment data provides direction to the leadership team and instructors on how priorities for revising curriculum and instruction. Instructors will specifically analyze data from the assessment system for each subgroup to determine targeted revisions.

Elements addressed in Area II, Section iv:

iv. *Year to Year comparison to:*
- ✓ *determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency, and*
- ✓ *determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
iv. Compare and analyze year to year data	Principal Director and Lead Teacher (NWEA MAP and AzMERIT) Instructors (course productivity and achievement)	AzMERIT – once a year in late spring/summer NWEA MAP - Three times a year (beginning of year data, midyear data, and end of year data) Course productivity – twice a year (end of each semester)	Assessment and student progress reports that show year to year comparisons Productivity charts for with comparison year to year

Process for Implementing Action Step

1. Based on the frequency described above, when data is available, the operations director will compile data from the MAP assessment and the AzMERIT assessment and present to the principal director and lead instructor along with a column that shows results from the previous year(s)
2. Principal director and lead instructor will compare proficiency and growth of student on academic performance from year to year (up to three years of data) to see if changes (curriculum, culture, student population, instructors, etc.) have had an impact on results. They will also look to see if the school team and students are making significant growth every year.

AREA III: Monitoring Instruction

Complete the plan for each of the five sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following elements of a comprehensive system for monitoring instruction:*

i. *monitoring instruction;*
ii. *evaluating instructional practices;*
iii. *adapted to meet the needs of subgroups; and*
iv. *providing feedback that develops the quality of teaching and standards integration.*

For each Action Step you add, ensure all fields have been completed.

Elements addressed in Area III, Section i:

i. *Monitoring Instruction to include:*
- ✓ *gathering evidence to ensure that the classroom instruction is aligned with standards,*
- ✓ *identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,*
- ✓ *verifying if the instruction allows students to effectively master state standards, and*
- ✓ *ensuring that adjustments are made to the curriculum for students in subgroup populations*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
i. Monitor instruction and the learning environment	Principal Director and Lead Teacher(s)	Observation norms will be established by July 2020 Observations occur at least weekly	Written expectations Evidence from observation (notes, artifacts) Recordings Observation feedback

Process for Implementing Action Step

1. Monitoring instruction involves monitoring the methods and processes used by instructors, coaches, and students for learning. This includes online instructional programs, peer to peer learning, discussion, workshops, assignments, and projects.
2. Students will first self-monitor their instructional experience. Coaches and Instructors will also monitor the student experience and success every day by reviewing student progress and success through observation, conferencing, viewing data in the admin portal, and collecting evidence of learning through a variety of methods.
3. The Principal director and lead instructor will establish written norms/expectations for courses (i.e. what should we see and what should we not see if observing)
4. The Principal director will weekly observe the interaction between students and instructors in course to gather and provide feedback.

5. The lead instructor will also spend time each month observing other instructors while coaches, the principal director, or operations director helps students. The lead instructor helps monitor other instructors and coaches in order to help mentor them.
6. To assist with course monitoring, instruction can also be recording from time to time, including but not limited to audio, video, and screen capture. Recordings will be used in group observation and discussion at a later time to observe student, coach, and instructor performance and interaction and collectively reflect on what went well and what can be improved.

Elements addressed in Area III, Section ii:

ii. Evaluating instructional practices to include:

- ✓ *integrating curriculum into instruction consistently,*
- ✓ *implementing the curriculum with fidelity to the design of the curriculum and program of instruction,*
- ✓ *gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,*
- ✓ *using criteria to clearly measure instructional quality, and*
- ✓ *disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
ii. Evaluate curriculum and instructional practices	Principal Director and Lead Teacher	Annually in the summer (guaranteed) At least three times a year and within two weeks after reviewing the NWEA MAP assessment results	Data analysis reports Proposal for new instructional programs Revised project plans Observation protocols/evaluation criteria Evaluation rubrics

Process for Implementing Action Step

1. For online instructional practices, the criteria for monitoring, evaluating, and revising is the same as described in Area I, looking for alignment with academic standards, ease of use, student engagement, helpful student supports, and success of student progress.
2. A minimum of three times each year, students will take the NWEA MAP assessment (baseline, mid-year, and end of year). After the mid-year and end of year assessment, the staff will compare results with progress and outcomes from the curriculum to look for alignment and gaps. If the MAP assessment shows significant gaps in some standards or key concepts, then the curriculum will be reevaluated for those areas.
3. Prior to the start of year one, the Principal director will determine criteria for observation, including expectations for what coaches and instructors and students are doing. This may include looking for

encouragement from instructors, holding students accountable, asking effective questions, and identifying metrics to ensure students are appropriately engaged and focused.
4. Project time is monitored and evaluated by the instructors, coaches, principal director, students, and parents. Every project will outline success criteria that needs to be demonstrated at the end of session exhibition.
5. To measure instructional quality, performance and evaluation (P&E) rubrics will be completed by the principal director and/or lead instructor(s) each semester. Criteria for observation and instructional effectiveness will be outlined by the Principal director prior to the start of year 1 (see #3). P&E data be disaggregated each semester to evaluate teacher performance in areas such as student satisfaction surveys, end of course mastery, time on task, and percent passing state standardized assessments to identify strengths, weaknesses, and needs of individual teachers.

Elements addressed in Area III, Section iii:

iii. Adapted to meet the needs of subgroups by:

- ✓ *evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
iii. Adapt instruction to meet the needs of subgroup populations	Instructors	Daily, as needed	Adaptive lessons in online Programs Revised/additional instructional programs Small group conferencing Revised project challenges or resources

Process for Implementing Action Step

1. Curriculum and instruction is adaptive for all students including students in various subgroup populations.
2. Instructors will review assessment data by subgroup as described above to determine if various subgroup needs are not being met, such as English language learners, special education students, low-income students, and students performing in the bottom 25%.
3. For special education students, instruction will be adapted proactively based on accommodations determined in the student's IEP.
4. As all students work on self-paced lessons through adaptive software programs, the lessons will advance in rigor or provide remedial lessons or additional support based on how students perform. Instructors can also suggest or assign lessons for math and reading if assessment data indicates a student needs more practice.

5. After some investigation, it is possible that an instructor may determine that some curriculum or instruction may hold bias or lack effective context for some subpopulations. In this case, an instructor has the freedom to equip students with supplemental resources (budget is provided) to support the learning.
6. If an instructor sees that a program or self-guided lesson is not effective for a student even with additional resources, then the instructor can adapt and intervene by arranging a one on one or small group conference and employ different techniques to support the student or group of students. The instructor may use more examples, use graphic representations or modeling or use personalized discussion between peers to help bring clarity to the concept or skill.
7. Projects may also be adapted to meet the needs of subgroup populations by intentionally pairing students who may be helpful with each other, such as a higher-level student with one who is not as advanced or paring students whose skills or backgrounds complement each other.
8. Whether instruction occurs through self-paced core skill lessons, Socratic discussion, or quest-based projects, students have significant voice and choice throughout the learning process. These personalized and adaptive instructional methods allow for students to self-advocate, remain engaged and motivated through challenges, and seek the resources they need. Instructors are also equipped with real-time student performance data and have ample time for observation in order to know the needs of students and support them through personal inspiration, mentoring, and at times direct coaching to meet the needs of all students (including subgroup populations).

Elements addressed in Area III, Section iv:

iv. *Providing feedback that develops the quality of teaching and standards integration*

- ✓ *analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual instructional staff member on their quality of teaching and standards integration.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
iv. Provide feedback that develops the quality of teaching and standards integration	Principal Director, Lead Instructor, Students	Feedback following observation: 2-3 times a month for each instructor Monthly survey 360 review once a year	Assessment analysis reports Documented feedback Survey results 360 reviews

Process for Implementing Action Step

1. The principal director (along with the lead instructor) observes teachers, reviews academic performance data on standards from core skills, observes student discussion, and observes artifacts and presentations from student projects.
2. The principal director and lead instructor will then conference with each individual instructor receiving feedback regarding student progress in academic skills as well as the demonstration of 21st century skills and character. Observations following this conference will focus on the implementation of this feedback.
3. Once a month parents and students are surveyed to ask for a 1 to 5 rating on the learning environment and if anything can be improved. Instructors receive the feedback directly from the survey form.

4. Once a year, an instructor participates in a 360-degree review. The principal director will review the instructor, the instructors will review each other, and students will their instructors. By July 2020, the principal director and lead instructor will finalize the criteria for this review, which will include questions regarding the quality of instruction and support for learning (i.e. how students are inspired, equipped, and connected).

AREA IV: Professional Development

Complete the plan for each of the four sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following elements of a comprehensive professional development system:*

each of the following elements of a comprehensive professional development system:

i. *Developing the professional development plan;*
ii. *Supporting high quality implementation;*
iii. *Monitoring implementation and follow-up; and*
iv. *Adapted to meet the needs of subgroups.*

For each Action Step you add, ensure all fields have been completed.

Elements addressed in Area IV, Section i:

i. *Developing the professional development ("PD") plan to include:*
   - ✓ *determining what PD topics will be covered throughout the year, and*
   - ✓ *deciding what data and analysis will be utilized to make those decisions.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
i. Develop the professional development plan	Principal Director and Lead Instructor	By June 2020	12-month calendar showing days reserved for PD and reflection

Process for Implementing Action Step

1. Principal director will collaborate with operations director and lead instructor during the planning year (July 2018 to June 2019) to codify the mindset and skills necessary for instructors and other staff to be effective at Freedom Prep. This will include topics for trainings, resources to support the training, guidebooks and operations manuals, and protocols for reflection. 2. The leadership team will research best training resources and experts on social emotional learning, learner driven communities, Socratic discussions, good questioning, targeted reading intervention, project-based learning, use of instructional software, productive play, restorative justice, and whole-child education. 3. Reserve time in calendar for explicit professional development to include time in the summer and throughout the year. 4. Reserve time in the calendar for personal and collaborative reflection at various times in the year, including time at the end of each quarter to reflect upon and evaluate performance. 5. Plan details for one- to two-week staff orientation and training – agenda, content, lead facilitators, success criteria, etc.

6. Collect data from observations and determine what data to use to determine future trainings topics for individual staff members.

Elements addressed in Area IV, Section ii:

ii. Supporting high quality implementation to include:
- ✓ *supporting high quality implementation of PD strategies by providing support, and*
- ✓ *allocating resources such as time, space and the necessary material items required for implementation.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
ii.a. Support high quality implementation of professional development strategies, professional growth opportunities, mindset, and skills needed to support the academic program by providing adequate support ii.b. Support high quality implementation of PD strategies by allocating time, space, and necessary material items for effective implementation.	Principal Director and Lead Instructor (although all staff will own this as we develop a collaborative a reflective community)	Hire in spring and summer every year Orientation/training for at least 1 week before first day of school Observation and collaborative reflection occurs monthly PD time reserved monthly throughout the year 360-degree review for instructors in December and May Other support, as needed throughout the year	Observation indicates implementation: Student progress reports indicate students are progressing with adequate pace in core skills Students demonstrate significant agency in their learning Instructors and students have a focus on growth mindset and developing social and emotional skills Instructors report high satisfaction in learning opportunities in 360 degree reviews

Process for Implementing Action Step

1. Recruit and hire for aligned mindset - Ensuring quality teachers are identified and hired prior to summer training supports the implementation of high-quality PD as it ensures that proper personnel with the right passion and attitude are hired in a timely manner and available for professional development training and growth opportunities.

To attract and retain high-quality teachers, FPA will provide salary and compensation comparable to or above the average compensation range for highly qualified or certified teachers working within the target area. FPA will also offer attractive benefits such as retirement, health, and paid time off. Potential staff will be solicited and identified through various mediums including FPA's existing staff and website and state and professional job boards, websites, and recruiting sources. After potential staff have been identified and prospective employees have expressed reciprocal interest, the screening process will begin to find personnel who exhibit a passion for student-centered, technology-driven education and alignment with FPA's mission, vision, values, and educational philosophy. These individuals must show a strong commitment to student achievement, commitment to growth and improvement, and general qualities of flexibility, professionalism, strong work ethic, and drive. The following process outlines the application, interview, and hiring process which begins in early spring and will be completed before summer orientation/training each year:

1. Resume Screen
2. Cover Letter Screen
3. Phone Screen
4. In-Person Interview
5. Sample Lesson
6. Sample Lesson Plan
7. Feedback Response
8. Reference Check

2. Plan for and conduct summer orientation and training - Prior to the start of the school year for students, FPA staff will conduct a 7-day teacher and staff training. This training will be purposed in building unity and culture and addressing FPA's key processes and strategies. Training topics will focus on culture, systems, curriculum & instruction, and assessment.

3. Observe instruction and intervention and engage in collaborative reflection with instructors
4. 360-degree review for instructor twice a year - reviews from students, principal director or lead instructor, and self
5. Constant reiteration of developing a growth mindset throughout community
6. Review student progress report data and respond with coaching and equipping at the end of every session

Weekly Progress Reports will be a vital material resource that supports high-quality implementation of PD strategies. Data reports will be available in the LMS and show the student's current grade based on available points, course progression shown as a percent of total course completion, unit proficiency as evidenced by unit assessment scores, and qualitative data in the form of teacher feedback and comments. Progress reports may be reviewed individually or aggregated. Progress report data will provide valuable information about student progression and pacing in core skills which in turn will drive and influence implementation of PD content.

7. Instructional recording with reflective follow up
8. Modeling with example videos
9. Role playing
10. Social emotional training and monitoring
11. Reserve and calendar professional development time each month and provide adequate time and resources for effective training and implementation of PD strategies, professional growth opportunities, mindset, and skills necessary to support the academic program. Formal topics will include but not be limited to:

- FPA mission, vision, values, and philosophy
- Use of FPA online tools and resources, including appropriate use of electronic resources
- Benchmarking and PLC trainings
- Quarterly Student Feedback Surveys
- Building of end of course common assessments aligned to standards
- Strategies for teaching in a project-based and collaborative learning environment
- Student engagement strategies
- Student progress reports
- Goal setting
- Advisory and Personalized Learning Plans (PLPs) trainings
- Best practices training for social and emotional learning (SEL)
- Community member volunteers to discuss opportunities for service learning and mentorship
- The Not Yet "not yet" methodology taught by Carol Dweck in Mindsets
- Data reports and how teachers will utilize reflections and information
- Course documents and rubrics used
- How performance data will be made comprehensible to parents

Elements addressed in Area IV, Section iii:

iii. Monitoring implementation and follow-up to include:

- ✓ *monitoring that the strategies learned in professional development are implemented, and*
- ✓ *following up with instructional staff regarding levels of implementation.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
iii. Monitor implementation and follow-up iv. following up with instructional staff regarding levels of implementation	Principal Director and Lead Instructor	Review data from academic programs at least every two weeks Observe in courses monthly	Data reports Notes from observation Documentation from reflection – written documents, pictures of posters and whiteboard notes

		Collaborative reflections – at least 4 times a year	

Process for Implementing Action Step

1. The principal director and lead instructor (when possible) will observe course instruction to monitor the implementation of curriculum and the mindset/skills discussed in the training.
2. The leadership team will review academic data including course progression, unit proficiency, and current course grades to verify staff and students are increasing in effectiveness.
3. Based on course observations and academic data reviews, the leadership team will host monthly trainings and at least quarterly collaborative reflections to implement desired best practices.
4. Teachers will review weekly progress report data showing student grade, course progression, and proficiency in core skills and reflect on intervention opportunities to help and support student achievement
5. Teachers will review weekly progress report data with students and assist in setting weekly SMART goals
6. Teachers will share Progress Reports that show clear, relevant, and comprehensible data including the student's current level of proficiency as well as where they should be to achieve/maintain the required course learning mastery cumulative score with students and their parent(s)/guardian(s). Data will include:

   A) the student's current grade based on available points
   B) course progression shown as a percent of total course completion
   C) unit proficiency as evidenced by unit assessment scores
   D) qualitative data in the form of teacher feedback and comments

7. During monthly professional development and planning trainings, staff will reflect on the culture and their own practices
8. Video will record parts of the day for self-reflection - teacher may observe themselves individually or collaboratively with another instructor or principal director from the recorded video and collaboratively reflect on the observed behaviors compared to the desired behaviors, looking for opportunities to improve.

Elements addressed in Area IV, Section iv:

iv. Adapted to meet the needs of subgroups

✓ *determining what topics are addressed during PD to meet the needs of subgroups.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
iv. Adapt to meet the needs of subgroups	Principal Director and Lead Instructor	With a flexible schedule and collaborative environment, we are able to quickly adapt at student needs.	List of PD needs Additional, targeted training conducted Data analysis reports

		Students can request a change or adults can make a change to best support students as needed.	Improvement in subgroups performance

Process for Implementing Action Step

1. Analyze progress data in core skills and observe participation and presentations from students during activities, assignments, and exhibitions to look for trends.
2. Coaches and Instructors will also conference with students who are at risk and ask them what is challenging or holding them back
3. After considering all data, the principal director and lead instructor will determine what topics need to be addressed
4. Additional training or coaching will be provided for instructors and students to address the specific needs of identified subgroup populations at risk during PD trainings
5. The principal director, lead instructor, or external resources can also pair with an instructor who needs additional assistance
6. We'll provide targeted support for staff during professional development trainings
7. If the data and observation indicate that English language learners are struggling with the curriculum or processes, then we'll provide targeted reflection time and/or targeted training to address this challenge (in addition to review the curriculum resources as described above).
8. Instructors may also collaborate and reflect with the special education team to identify better ways to support special needs students and plan for professional growth opportunities to support instructors and implement effective strategies.

G.–J. Frequency, Documentation, Personnel, Costs, and Consistency

Identification of the frequency and/or timing for the completion of the action steps (G) is included in the matrices above, as is identification of concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step (H), and the personnel resources responsible for completing action steps (I). All areas of the ASP are consistent with the application package (J).

A.6
Instructional Analysis

Instructional Analysis Templates for 3-5 Grade Span

Instructional Analysis for Grade 3 in Math	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **3.NF.A.3**	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols >, =, or <, and justify conclusions
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	Student will: 3.NF.A.3c 1. Find 1 on a number line 2. Relate fractions to 1 3. Write fractions as whole numbers 3.NF.A.3d 4. Compare fractions of different wholes 5. Compare fractions with the same denominator 6. Compare fractions with the same numerator 7. Compare fractions with the same numerator or denominator 8. Visually compare fractions
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	Prior Skills • In first grade, students are expected to partition circles and rectangles into two or four equal shares, and use the words, halves, half of, a fourth of, and quarter of. • In second grade, students are expected to partition circles and rectangles into two, three, or four equal shares, and use the words, halves, thirds, half of, a third of, fourth of, quarter of. • Students should also understand that decomposing into more equal shares equals smaller shares, and that equal shares of identical wholes need not have the same shape. • Multiplicative reasoning and mastery of multiplication and division tables Prior Knowledge • Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. • Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent using a visual fraction model • Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts • Understand a fraction a/b as the quantity formed by a parts of size 1/b.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	*Process for presenting new information* Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software, such as Khan Academy. Each learning target above has step by step video instructions and explanations that introduce how to: Find 1 on a number line, how to relate fractions to 1, how to write fractions as whole numbers, how to compare fractions of different wholes, how to compare fractions with the same numerator or denominator, how to

compare fractions with different numerators or denominators, and how to visually compare fractions. Hands-on manipulatives with an Instructor or Coach may be utilized as well.

After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery.

Overarching Instructional Strategies
This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities.

Overarching Role of the Teachers
Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1).

Specific Instructional Strategies Addressing Identified Learning Targets

1. **Activating Prior Knowledge**

SW complete an online warm-up activity demonstrating ability to partition circles and rectangles into two, three, or four equal shares, and use the words: halves, thirds, half of, a third of, fourth of, quarter of. SW also demonstrate understanding that decomposing an object into more equal shares equals smaller shares, and that equal shares of identical wholes need not have the same shape. SW demonstrate multiplicative reasoning and mastery of multiplication and division tables and that two fractions are equivalent if they are the same size or on the same point on a number line and the ability to understand and compare fraction quantities. **(Prior Skills & Knowledge)**

2. **Modeling**

Students will (SW) watch interactive videos of a Master Teacher: using fraction models and a number line to represent 1 as a fraction, using fraction models and a number line to represent 3 as a fraction and relate fractions to 1, shading visual fraction models to compare fractions and write fractions as whole numbers, comparing fractions with like and unlike numerators and denominators, and using same-sized wholes to show equivalent fractions. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5,6,7,8)**

3. **Guided Instruction**

SW use an interactive module such as Khan Academy to practice demonstrating the ability to find 1 on a number line, relate fractions to 1, write fractions as whole numbers, compare fractions of different wholes, compare fractions with the same denominator, compare fractions with the same numerator, and compare fractions

with the same numerator and denominator. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5,6,7,8)**

4. Independent Practice

SW complete multiple practice problems independently after instruction. Practice problems will ask students to find 1 on the number line, write fractions as whole numbers, compare fractions with the same numerator or denominator, compare fractions with like and unlike numerator and denominator, ordering fractions, and equivalent fraction models. **(Targets 1,2,3,4,5,6,7,8)**

SW will be able to:

5. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
6. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent using a visual fraction model
7. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts
8. Understand a fraction a/b as the quantity formed by a parts of size 1/b.

SW:

9. Learn to express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers,
10. Compare two fractions with the same numerator or the same denominator by reasoning about their size.
11. Learn that comparisons are valid only when the two fractions refer to the same whole.
12. Record results of comparisons with the symbols >, =, or <, and justify conclusions

13. **Formative Assessment**

SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5,6,7,8)**

14. **Summative Assessment**

To demonstrate mastery, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4,5,6,7,8)**

4. Instruction
Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.
	For core skill development, students progress through a lesson independently and at their own pace via instructional software. Students will watch videos that visually show sample problems and provide a step by step process for solving. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to attempt similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while practicing. If a student opts to receive a hint, they are notified that that practice problem will not count toward mastery. **(Targets 1,2,3,4,5,6,7,8)**
	
	As students progress through their instructional videos, they will practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5,6,7,8)**
	
	A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Further, students will apply the learning targets at a later time with purpose in a project that demands the skill. **(Targets 1,2,3,4,5,6,7,8)**
	
	The following instructional videos and practice activities show the instructional process students will complete to meet the required learning targets: **(Targets 1,2,3,4,5,6,7,8)**
	
	• **(Target 1,2)** SW watch a 3:45 video: "Representing 1 as a fraction" in which a Master Teacher uses fraction models and a number line to represent 1 as a fraction.
	  ○ SW practice: "Find 1 on the number line"
	• **(Target 3)** SW watch a 4:22 video: "Whole numbers as fractions" in which a Master Teacher uses fraction models and a number line to represent 3 as a fraction.
	  ○ SW practice: "Write fractions as whole numbers"
	• **(Target 4)** SW watch a 4:22 video: "Comparing fractions with > and < symbols" in which a Master Teacher shades visual fraction models to compare fractions.
	• **(Target 5,6)** SW watch a 4:47 video: "Comparing fractions with like numerators and denominators."
	  ○ SW practice: "Compare fractions with the same numerator or denominator"
	• **(Target 7)** SW watch a 2:29 video: "Comparing fractions" in which a Master Teacher models an example of two fractions with unlike denominators that are equal.
	• **(Target 7,8)** SW watch a 7:07 video: "Comparing fractions 2 (unlike denominators)" in which a Master Teacher models how to find common denominators of different fractions to identify whether fractions are greater than, less than, or equal to each other.
	  ○ SW practice: "Compare fractions with the unlike numerator and denominator"

- **(Target 8)** SW watch a 7:48 video "Comparing and ordering fractions" in which a Master Teacher models how to find common denominators of multiple fractions to order them.
- **(Target 8)** SW watch a 5:58 video "Ordering fractions" in which a Master Teacher orders 7/10, 1/3, and 5/6 using common denominators.
    - SW practice: Ordering fractions
- **(Target 8)** SW watch a 6:24 video: "Equivalent fractions with visuals" in which a Master Teacher uses same-sized whole to show equivalent fractions
- **(Target 3,4,5,6,7,8)** SW watch a 4:12 video: "Equivalent fraction models" in which a Master Teacher uses same-sized whole to show equivalent fractions
    - SW practice: Equivalent fraction models
    - SW practice: "Visualizing equivalent fractions review"

Components of Program of Instruction

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

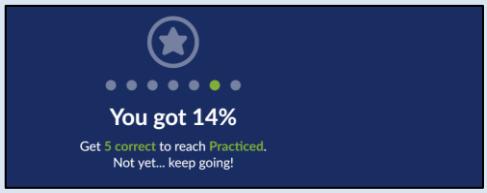
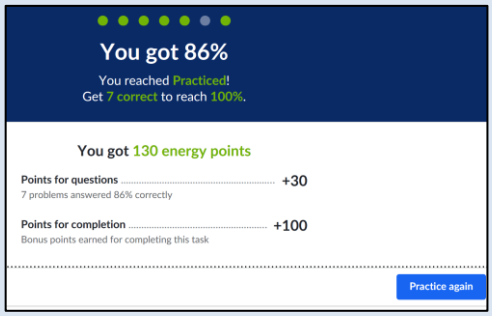
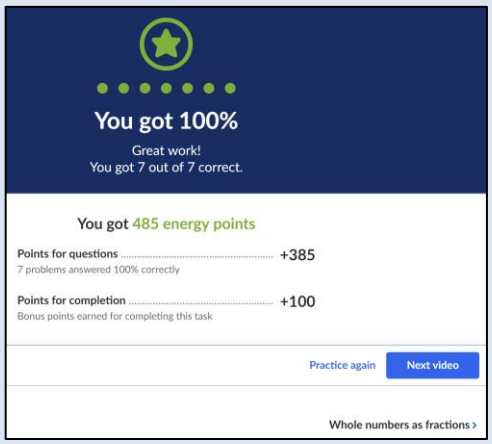
This **Grade 3 Math** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individualized video instruction of the 8 learning targets outlined above followed by guided application and teacher support. It incorporates Personalized Learning through customizable tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies.

Components of Mission-Aligned Educational Philosophy

- Helping students achieve academic excellence
- Providing a technology-rich learning environment
- Providing a career-focused learning environment
- Providing a safe learning environment
- Providing caring and knowledgeable educators
- Helping students develop life skills

This instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness

	and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills.
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each learning target identified below. 1. Find 1 on a number line 2. Relate fractions to 1 3. Write fractions as whole numbers 4. Compare fractions of different wholes 5. Compare fractions with the same denominator 6. Compare fractions with the same numerator 7. Compare fractions with the same numerator or denominator 8. Visually compare fractions To determine whether students have met each required learning target, SW answer 5 or more practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding of a learning target is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. To achieve "Mastery" of the required standard, a student will advance from "Needs Practice" to "Practiced" to "Mastered." Once a student has demonstrated the ability to correctly answer 5 or more questions in a row, he or she achieves the status of "Practiced." Then, the student is given 3 Mastery Challenges, in which he or she is asked questions in a jumbled context and spaced out over time (Mastery Challenges are typically spaced apart by at least 16 hours). By answering Mastery Challenge questions correctly, a student moves from Practiced to Level One, then Level Two, and finally Mastered. If a student misses two Mastery Challenge questions in a row for a skill, he or she is sent back to either "Practiced" or "Needs Practice." The courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly.

	Additionally, three times a year students will take the NWEA MAP assessment, or similar standards-based assessment, which will produce a snapshot of student proficiency on a variety of standards, including this.
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program or via other approved resources such as Acellus, YouTube, or other useful online sites. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered."   

	Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student can generate simple fractions by dividing geometric wholes into smaller, equal parts and also identify fractional equivalents, e.g., 1/2 = 2/4 = 16/32. TO ASSESS ACADEMIC VOCABULARY AND COMPREHENSION: The instructor will have the student verbally describe how a fraction a/b is the quantity formed by a parts of size 1/b. TO ASSESS LEARNING TARGETS: The instructor will ask the student to compare fractions of different numerators and denominators and rank them in order of ascending or descending size. The instructor will then equip with additional resources relevant to where the learning broke down, or remodel the process for solving the problem before encouraging the student to try again independently.

Instructional Analysis for Grade 4 in Science	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **4.P2U1.3**	Develop and use a model to demonstrate magnetic forces.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	Students will be able to: 1. Describe magnetism and the difference between magnets and magnetic materials 2. Describe a magnetic field 3. Describe the relationship between magnetism and electricity 4. Explain how magnets attract and repel different materials 5. Provide examples of magnetic materials 6. Develop a model to demonstrate magnetic forces
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	Prior to lesson, students will know or be able to do the following: • Vocabulary: attract, repel, force, field, model, solid, liquid, gas, electric current **(Target 1,2,3,4,5,6)** • Be able to use a compass **(Target 4,5,6)** • Know that electricity is a force that occurs due to shifts in electric charges **(Target 3)**. • Know that energy can also be transferred from place to place by electric currents **(Target 2,3,4)** • Know that electric currents can be used locally to produce motion, sound, heat, or light **(Target 3)** • The difference between nickel (mineral) and nickel (coin) **(Target 3,4,5)**. • Difference between a solid, liquid, and a gas **(Target 5)** • How to follow a written lab protocol, scientific process, or procedure **(Target 6)** To introduce the learning targets and activate prior knowledge of vocabulary, electricity, charges, motion, light, sound, minerals, solid, liquid, gas, and how to follow a written procedure, SW view "6 Experiments with Forces and Magnets" a 5:07 YouTube video embedded within their LMS.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: describe magnetism and the difference between magnets and magnetic materials, how to describe a magnetic field, how to describe the relationship between magnetism and electricity, how magnets attract and repel magnetic materials, examples of magnetic materials, and how to develop a model to demonstrate magnetic forces. Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to

lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities.

Overarching Role of the Teachers
Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1).

Specific Instructional Strategies Addressing Identified Learning Targets

1. **Activating Prior Knowledge**

SW view "6 Experiments with Forces and Magnets" a 5:07 YouTube video embedded within their LMS to activate prior knowledge of vocabulary, electricity, charges, motion, light, sound, minerals, solid, liquid, gas, and how to follow a written procedure. **(Prior Skills & Knowledge)**

2. **Modeling**

Students will (SW) watch interactive videos of a Master Teacher modeling each of the 6 learning targets identified above. SW watch "Introduction to magnetism" a 10:44 Khan Academy video in which a Master Teacher explains the fundamentals of magnets, magnetic materials, and magnetic fields. SW watch "How Electricity Is Transformed Into Magnetism" a 7:09 Acellus video in which a Master Teacher explains how electricity and magnets are connected. SW watch "Magnetic Fields" a 9:39 Acellus video in which a Master Teacher explains magnetic fields and forces and how they interact with magnetic materials and how to develop a model to demonstrate magnetic forces. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5,6)**

3. **Guided Instruction**

SW use an interactive module such as Canvas Studio to practice demonstrating the ability to identify differences between magnets and magnetic materials, describe magnetism and a magnetic field, describe the relationship between magnetism and electricity, explain how magnets attract and repel different materials, provide examples of magnetic materials, and develop a model to demonstrate magnetic forces. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5,6)**

4. **Independent Practice**

SW complete multiple practice problems independently after instruction. Practice problems will ask students multiple choice, true/false, open ended, and/or matching questions to practice each of the learning targets identified above. Questions will include topics addressing: what is magnetism? What are some of the differences between a magnet and magnetic materials? What is a magnetic field? Do materials "stick" to magnets or are they drawn to them by a force? How are magnetism and electricity related? Are all metals magnetic? Can you give any

	other examples of materials that are magnetic? Following independent practice, students will be provided an answer key to review answers to practice questions. **(Targets 1,2,3,4,5,6)** ***5.*** **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5,6)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW (A) complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. And (B) develop and showcase a model that demonstrates magnetic forces **(Targets 1,2,3,4,5,6)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students progress through a 1-day lesson independently and at their own pace via instructional software. Students will watch videos that introduce activities and tasks students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to attempt similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while practicing. **(Targets 1,2,3,4,5,6)** As students progress through their instructional videos, they will practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5,6)** A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Further, students will apply the learning targets at a later time with purpose in a project that demands the skill. **(Targets 1,2,3,4,5,6)** The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. s: **(Targets 1,2,3,4,5,6)** • SW watch "Introduction to magnetism" a 10:44 Khan Academy video in

which a Master Teacher explains the fundamentals of magnets, magnetic materials, and magnetic fields.
    - SW practice Quiz on "Magnetism" **(Target 1,2,3,4,5)**
- SW watch "How Electricity Is Transformed Into Magnetism" a 7:09 Acellus video in which a Master Teacher explains how electricity and magnets are connected.
    - SW practice Quiz on "Electricity Transformed to Magnetism" **(Target 3,4,5)**
- SW watch "Magnetic Fields" a 9:39 Acellus video in which a Master Teacher explains magnetic fields and forces and how they interact with magnetic materials and how to develop a model to demonstrate magnetic forces.
    - SW explain their thinking about how magnets work and how they can model magnetic forces. Their response will be submitted via discussion question embedded within the LMS. **(Target 1,2,3,4,5,6)**

SW practice applying learning targets by completing the following lab activities:

Model 1 - Compasses in Magnetic Fields **(Target 1,2,6)**
Model 2 - Magnetic Field Around a Wire **(Target 3,4,5,6)**

Models will be accessed at NationalMagLab.com.

(1) Compasses in Magnetic Fields – SW will practice and observe the impact of a magnet on a compass. SW record and explain what is happening by responding to **Compasses in Magnetic Fields Discussion Question** (DQ) in their LMS. Instructor and coach will oversee activity and provide intervention and support as needed.

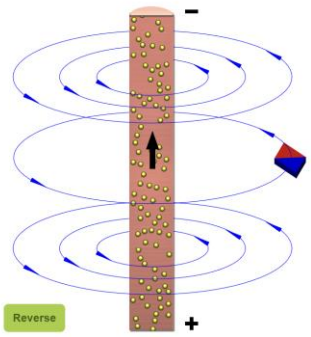
Early human travelers used a variety of methods to prevent them from becoming lost on their journeys. For terrestrial travel they often used plants or other landmarks. That didn't work at sea, however, where mariners instead depended on objects in the sky, including the sun, moon and North Star to determine their path. Of course, when clouds masked these bodies, boats could easily lose their way. The invention of the magnetic compass, thought to have been independently developed in China and Europe during the 11th or 12th century, made navigation both by sea and land safer and much more accurate.

Experiment with the compass in this tutorial to see how it responds to magnetic fields. To move the horseshoe magnet to a new location, click and drag it. To see how a compass behaves when there is no magnet nearby to affect it, click the **Hide Magnet** button.

(2) Magnetic Field Around a Wire - SW will practice and observe the impact of a current traveling through a conductor. SW record and explain what is happening

by responding to **Magnetic Field Around a Wire DQ** in their LMS. Instructor and coach will oversee activity and provide intervention and support as needed.

Whenever current travels through a conductor, a magnetic field is generated, a fact famously stumbled upon by Hans Christian Ørsted around 1820. Depending on the shape of the conductor, the contour of the magnetic field will vary. If the conductor is a wire, however, the magnetic field always takes the form of concentric circles arranged at right angles to the wire. The magnetic field is strongest in the area closest to the wire, and its direction depends upon the direction of the current that produces the field, as illustrated in this applet.



Alternatively, or in addition to the Nationalmaglab activities, students may practice learning targets by completing any of the hands-on activities described below. Activities will be overseen by teacher (instructor or coach):

Activity 1: Can a magnet's pull work through a solid, liquid, and a gas? **(Target 1,2,4,5,6)**

Draw a maze on a piece of cardboard. Place a paper clip at the start of your maze and one magnet under the cardboard. Can you guide the paper clip through the maze without touching it?
Record and explain what happened.
Place a paper clip on top of the ruler and a magnet under the ruler. Try moving the paper clip up and down the ruler. Can you move the paper clip up and down without touching it, if the ruler is standing straight up? Describe and record what happened.
Place the paper clip inside the beaker of water. Using a magnet, can you get the paper clip out of the water without getting your hands wet? Try it two different ways; first keep the magnet on the outside of the beaker, then put the magnet in the water.
Teacher Notes: During your review discussion, the teacher should be sure to guide the students thinking to understand that magnets do not require air/gas to work, and a magnet will work through a solid and a liquid.

Activity 2: What is attracted to magnets? **(Target 1,2,4,5,6)**

Make predictions as to which objects will be attracted to the magnet and explain why. Items are listed on a lab sheet:

- Penny
- Dime/Quarter

- Crayon
- Paper
- Eraser
- Plastic
- Wood
- Jewelry
- Silverware
- Mirror

Test each item to check if your prediction was correct. Record and explain your findings, as well as any thoughts you may have.

What other objects could you test?
Use the magnetic wand, walk around the room, make predictions as to whether or not the items you chose are magnetic or not. Test each item, and confirm your predictions.
Explain and share your predictions and results on the lab sheet.
Answers: Only the silverware, scissors, steel nail, nut/bolt/screw, and the paper clip are magnetic. The teacher will guide the students to understand that all metal is not magnetic. Only metals that contain iron, nickel, or cobalt will have magnetic characteristics. (steel is made from iron ore)

Activity 3: Iron filings and a Magnetic Field **(Target 1,2,3,4,5,6)**

Warning: Be sure not to pour the iron filings directly on the magnet.

Place the magnets on the table.
Place the white piece of unlined paper prepared for you on top of the magnets.
Shake the iron filings on top of the paper.
Observe, draw, and record what you see.
Lift up the paper carefully so as not to drop the iron filings. Shift the magnets around.
Place the paper over the magnets again, shake the paper with the filings gently over the magnets.
Observe what happens.
Draw and record what you see.
Describe what you think you are seeing.
Teacher Notes: Students should have drawn the magnetic field seen by the iron filings, which is the area around the magnet that attracts or repels a magnetic object or other magnet.

Activity 4: Electromagnet **(Target 1,2,3,4,5,6)**

Wrap the wire tightly around the entire length of the 2 inch nail, leaving at least 6 inches of wire at each end.
Try to pick up the paper clip using the nail. Record what happens.
Now attach the battery to each end of the wire (using duct tape) so that electricity is running through the wire. Do not use your fingers to hold the

wires in place. (One end of the wire with one end of the battery…opposite end of the wire with opposite end of the battery)
Try again to pick up the paper clip. Can you pick up more than one paper clip? Record what happens.
Now try attaching another battery to see if the number of paper clips you can pick up increases. Record what happens.
Repeat the steps using the 10 inch nail. Be sure to record everything you observe. Consider:

- What happened when you tried to pick up the paper clip with the nail and the wire only?
- What happened when you attached the battery and got electricity running through the wire and 2" nail?
- Describe anything changes when you added the second battery to the connections?
- Describe any changes that may have happened when you used the 10" nail.
- What do you think the word electromagnet means? Explain how you know?

Teacher Notes: Electromagnetism is when electricity is used to produce magnetism, but electricity is not needed for all magnets to work.

Activity 5: Floating Magnets and Bumper Cars **(Target 1,2,4,5,6)**

Using the materials provided (rod and doughnut magnets), try to make the magnets float on the rod.
Describe what you did to make it work.
Why do you think it worked?
Attach bar magnets to the fronts or backs of small toy cars with masking tape.
Make sure that the magnets are attached, so that some will repel and some will attract.
Play with the cars, roll them towards each other, describe what happens.
Can you move one car without touching it?
Describe how you did it? Why did or didn't it work?

Activity

- Describe what you did to make the magnets float
- Describe how you got the magnets on the cars to attract and repel
- Describe how you moved the car without touching it
- How do magnets attract and repel? Explain your thinking

Teacher Notes: The teacher should guide students to understand that opposite poles attract, while same poles repel (push away) from each other.

Activity 6: Make the needle dance **(Target 1,2,4,5,6)**

A compass needle is made of magnetic material. The Earth's north pole has a magnetic field, and the magnet in the compass is attracted to that

field. So no matter where a compass is held, the needle in the compass will point to the north.
Find north with your compass. Can you make the needle point a different direction? Yes? How? No? Why not?
Point the North end of a magnet and point it at the South end of your compass. Describe and record what happened.
Now take the South end of your magnet and at the North end of your compass. Describe and record what happened.
Why do you think the magnets can move the compass needle?

Consider:

- Did you make the compass move without any help the first time? Why or why not?
- Describe what happened when you moved the magnet around the compass.
- Why do you think the magnets can move the compass?

Teacher Notes: A compass needle will always point to the Earth's north magnetic pole, but will also be attracted to the magnetic field that is strongest, which is why it was attracted to your magnet.

Following instruction, SW understand:

- Magnetism is a physical property.
- Magnetism is a force that pulls across a distance.
- Not all metals are attracted to magnets.
- Objects with iron are magnetic.
- A magnetic field is the area around the magnet that attracts and repels an object or other magnet.
- The areas where the force of magnetism is the strongest are called the poles.
- Opposite poles attract, like poles repel, or push away from each other.
- Electromagnetism is when electricity is used to produce magnetism.
- Magnets do not need air to work and can still pull on magnetic materials in a solid or a liquid.
- A compass is made of magnetic material, so it will follow the magnetic field that is strongest.
- The Earth's core has iron, so it has its own magnetic field.
- Any metal that contains iron, nickel, or cobalt will be magnetic, thus some screws, nuts, bolts, and silverware will be magnetic.

Components of Program of Instruction

1. Hybrid Learning
2. Flipped Learning
3. Personalized Learning
4. Response to Intervention (RTI) Model
5. Standards Aligned Assessment
6. Research-Based Instructional Best Practices

	This **Grade 4 Science** lesson is intended to by taught in one day, though the optional and additional activities may require a second day. This lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individualized video instruction of the learning targets outlined above followed by guided application and teacher support. It incorporates Personalized Learning through customizable tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies. *Components of Mission-Aligned Educational Philosophy* 1. Helping students achieve academic excellence 2. Providing a technology-rich learning environment 3. Providing a career-focused learning environment 4. Providing a safe learning environment 5. Providing caring and knowledgeable educators 6. Helping students develop life skills This instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills.
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each of the required learning targets. To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding of a learning target is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7 or 10/10). 1. SW complete a formative assessment on "Magnetism" embedded within their LMS **(Targets 1,2,3,4,5,6)** 2. SW complete a formative assessment on "Electricity Transformed to Magnetism" embedded within their LMS **(Targets 3,4,5,6)**

	SW demonstrate ability to develop and use a model to demonstrate magnetic forces. SW record observations and explanations in LMS **(Target 6)**
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets and demonstrate the ability to develop and use a model to demonstrate magnetic forces. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW: 3. Complete a summative assessment on "Magnetism" embedded within their LMS **(Targets 1,2,3,4,5,6)** 4. Complete a summative assessment on "Electricity Transformed to Magnetism" embedded within their LMS **(Targets 3,4,5,6)** 5. Demonstrate ability to develop and use a model to demonstrate magnetic forces. SW record observations and explanations in LMS **(Target 6)** Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. **(Targets 1,2,3,4,5)** Additionally, students must demonstrate the ability to develop and use a model to demonstrate magnetic forces. This is done by setting up one of the two NationalMagLab models practiced during instruction and screen-casting the observations while explaining the impact of magnetic forces on their model. Students will submit their recording through their LMS for instructor review. Mastery will be demonstrated by a student's ability to properly set up and use the model to demonstrate magnetic forces. Alternatively, students may showcase or record and submit one of the 6 additional models outlined in instruction. Mastery will be determined by a score of 10 out of 12 on a 12-point rubric (see below). **(Target 6)**

Develop and Use a Model to Demonstrate Magnetic Forces

	4. Distinguished	3. Proficient	2. Not Yet	1. Deficient
Information is accurate, helpful, and relevant	All information was clear and came from trusted sources. Used many facts, details, and examples to explain the topic.	Used facts and details to explain the topic. Information came from trusted sources.	Had information about the topic. Project needed more facts and details.	Did not have facts or details about the topic. Information was false or only opinion.
My project is accurate and on point.	Information was very accurate. Used many proper terms to describe the subject. Project was creative and unique.	Information was accurate. Used proper terms to describe the subject.	Information was more opinion than fact. Used the wrong terms to describe the topic.	Did not include information from reliable sources. Not enough details or examples. Used the wrong terms to describe the topic.
Model is on topic and contains appropriate details.	Excellent quality. Key features were present and addressed correctly. Model/design helps explain content.	Good quality. Key features were present. Related to the topic.	One or two key features were missing. Some content was not correct.	Key features were missing or mislabeled. Did not relate to topic.

7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program or via other approved resources such as Acellus, YouTube, or other useful online sites. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered." Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student understands the following vocabulary: attract, repel, force, field, model, solid, liquid, gas, electric current **(Target 1,2,3,4,5,6),** can use a compass **(Target 4,5,6),** knows that electricity is a force that occurs due to shifts in electric charges **(Target 3),** knows that energy can also be transferred from place to place by electric currents **(Target 2,3,4),** knows that electric currents can be used locally to produce motion, sound, heat, or light **(Target 3),** knows the difference between nickel (mineral) and nickel (coin) **(Target 3,4,5),** understands the difference between a solid, liquid, and a gas **(Target 5),** and knows how to follow a written lab protocol, scientific process, or procedure **(Target 6).** TO ASSESS LEARNING TARGETS: The instructor will ask the student to describe magnetism, magnets, and magnetic materials (Target 1), describe magnetic field (Target 2), articulate the relationship between magnetism and electricity (Target 3), explain how magnets attract and repel materials (Target 4), provide examples of magnetic materials (Target 5), and develop a model to demonstrate magnetic forces (Target 6). The instructor will then equip with additional resources relevant to where the learning broke down, or remodel the process for solving the problem before encouraging the student to try again independently. ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits include adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

Instructional Analysis for Grade 5 in Reading	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **5.RI.2**	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	Student will 1. know the main idea of a text is the central point supported by key details from the text 2. be able to determine when a text has two or more main ideas 3. be able to identify the main ideas the author is trying to make 4. be able to identify key details from the text and explain how they support each of the identified main ideas 5. be able to use details and the main idea to provide a summary of the text
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	Prior Knowledge (4.RI.2, 5.RI.1): Target 1,2 a. Students should know that the main idea of an informational text is the central thought, message, or point the author is trying to make b. Students should know the main idea of a text is often explicitly stated in a topic sentence c. Students should know informational text may contain more than one main idea Target 3,4 d. Students should know key details from the text can be used to help determine the main idea e. Student should be able to identify explicit details to infer central messages f. Vocabulary: evidence, explicit, inference Target 5 g. Students should know a summary contains only the most important details of the text h. Students should know how to paraphrase ideas and messages To introduce this lesson, the instructor will read a series of famous Tweets. Students will be asked to identify key details and infer the authors intended central point. Students will be asked to consider how key details provide clarity and shape main ideas. Students will share their thoughts in person or in an online discussion forum.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	*Process for presenting new information* Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: identify the central point of a text and supporting details (target 1), how to determine when a text has two or more main ideas (target 2), how to identify the main ideas the author is trying to make (target 3), how to identify key details from and explain how they support each of the identified main ideas (target 4), and how to provide a summary of the text using details and the main idea (target 5). Hands-on manipulatives with an Instructor or Coach may be utilized as well.

After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension and ability. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery.

Overarching Instructional Strategies
This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities.

Overarching Role of the Teachers
Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1).

Specific Instructional Strategies Addressing Identified Learning Targets

1. **Activating Prior Knowledge**

SW activate prior knowledge by reading and listening to a series of Tweets provided by their instructor. Students will be asked to identify key details within the Tweets and infer the authors intended central point. Students will be asked to consider how key details provide clarity and support the main idea. Students will share their thoughts in an online Canvas discussion forum. An instructor or coach will guide, monitor, and assist students as needed. Alternatively, students may review content and share thoughts in small groups or with their instructor or coach. **(Prior Skills & Knowledge)**

2. **Modeling**

Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets identified above.

SW watch "Main Ideas and Details" a 4:19 Acellus video in which a Master Teacher explains the fundamentals of identifying main ideas and supporting details and using them to summarize a text. MTW model how to identify when a text has two or more main ideas, how to identify the main ideas the author is trying to make, how to identify key details from the text and explain how they support each of the identified main ideas, and how to use details and the main idea to provide a summary of the text. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**

3. **Guided Instruction**

SW use an interactive module such as Canvas Studio which overlays and embeds questions and activities into video to practice identifying main ideas and key details of a text. Alternatively, students may break into small groups overseen by

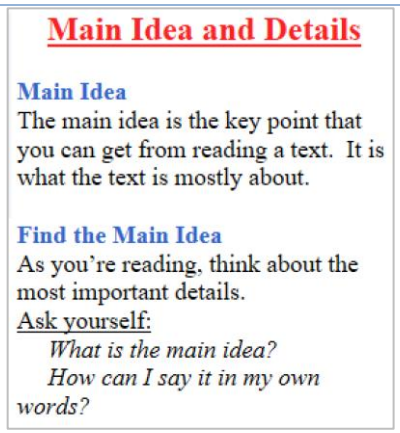
	an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5)** **4. Independent Practice** SW complete multiple practice problems independently after instruction. Practice problems will ask students age appropriate multiple choice, true/false, open ended, and/or matching questions to practice each of the identified learning targets. Questions will include topics addressing: What is the main idea? How can I say it in my own words? What details support the main point the author is trying to share? Following independent practice, students will be shown the correct answers to their practice questions. **(Targets 1,2,3,4,5)** ***5.*** **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4,5)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students will progress through a lesson presented by a Master Teacher independently and at their own pace via instructional software. Support and oversight will be provided by an Instructor and Coach. Students will watch videos that introduce activities and tasks that students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to demonstrate understanding by completing similar activities and tasks as that which was modeled and to attempt answering similar questions and completing similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3,4,5)** As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5)**

A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project or task that demands the skill. **(Targets 1,2,3,4,5)**

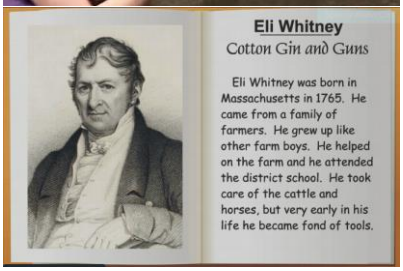
The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**

- To introduce this topic, an Instructor will have students demonstrate prior knowledge by reading and listening to a series of Tweets in their LMS written by well-known Americans. Students will be asked to identify details within the Tweets and to infer the authors' intended central point. Students will be asked to consider how key details provide clarity and support the main idea. Students will be asked to identify effective and ineffective Tweets. Students will share their thoughts in an online Canvas discussion forum. An instructor or coach will guide, monitor, and assist students as needed. Alternatively, students may review content and share thoughts with the class, or in small groups, or individually with their instructor or coach. **(Prior Knowledge, Learning Target 1)**

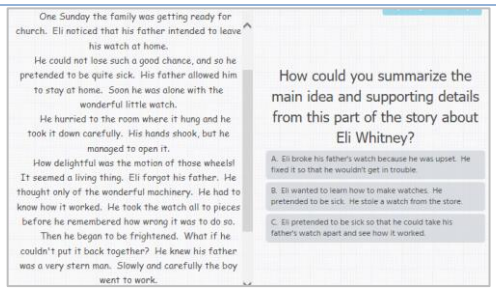
- Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**
    - SW watch "Main Ideas and Details" a 3:42 Acellus video in which a Master Teacher explains the fundamentals of identifying main ideas and supporting details and using them to summarize a text. The Master Teacher will model how to identify when a text has two or more main ideas, how to identify the main ideas the author is trying to make, how to identify key details from the text and explain how they support each of the identified main ideas, and how to use details and the main idea to provide a summary of the text. **(Targets 1,2,3,4,5)**
    -

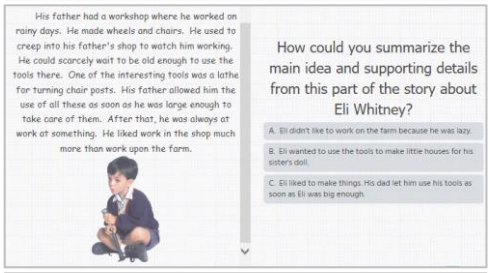


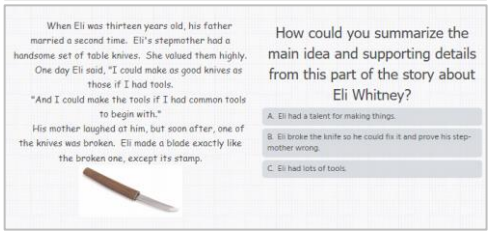
- Student will watch "Main Ideas and Summarizing the Text" an 8:22 interactive Acellus video in which a Master Teacher explains and models how to identify the main ideas of a text, how to identify key details from the text and explain how they support each of the identified main ideas, and how to use details and the main idea to provide a summary of the text. Master Teacher will read various excerpts from "Eli Whitney: Cotton Gin and Guns" and ask students to practice identifying key details and main ideas, Alternatively, a facilitator or coach may model the learning targets and read the story to the student. **(Targets 3,4,5)**



- Student will independently practice applying learning targets by completing practice questions embedded within their LMS designed to help them meet each of the learning targets. **(Targets 1,2,3,4,5)**

- 

- 

- 

- Instructor or facilitator will use guiding and follow-up questions to help students internalize learning targets: **(Target 1,2,3,4,5)**

Components of Program of Instruction Tied to Learning Targets

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This **5th Grade Reading** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies.

Components of Mission-Aligned Educational Philosophy

	• Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This **5th Grade Reading** instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each learning target. • SW demonstrate understanding of main ideas and supporting details in various passages of "Eli Whitney: Cotton Gins and Guns" by completing formative questions related to each learning target. Questions will assess student's ability to know the main idea of a text is the central point of the text supported by key details (Target 1), to identify when a text has two or more main ideas (Target 2), to identify the main ideas the author is trying to make (Target 3), to identify key details from the text and to explain how they support each of the identified main ideas (Target 4), and how to use details and the main idea to provide a summary of the text (Target 5). **(Targets 1,2,3,4,5)** To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Student must also be able to demonstrate the ability to answer similar questions and demonstrate similar abilities at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW: 7. Complete a summative assessment on "What's the Main Idea – Quiz" embedded within their LMS **(Targets 1,2,3,4,5). Questions will assess students understanding and ability to:**

	○ know that the main idea of a text is the central point supported by key details from the text (Target 1) ○ be able to determine when a text has two or more main ideas (Target 2) ○ be able to identify the main ideas the author is trying to make (Target 3) ○ be able to identify key details from the text and explain how they support each of the identified main ideas (Target 4) ○ be able to use details and the main idea to provide a summary of the text (Target 5) Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. **(Targets 1,2,3,4,5)**
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered." Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student understands basic elements of text and structure including the main idea, supporting details, topic sentences **(Target 1,2,3,4,5),** can identify and define relevant vocabulary

	such as evidence, explicit, inference, **(Target 1,2,3,4,5),** is familiar with classroom LMS features, video viewing, and quiz/assignment submission **(Target 1,2,3,4,5).** TO ASSESS LEARNING TARGETS: The instructor will ask the student to show that they know the main idea of a text is the central point of the text supported by key details (Target 1), to identify when a text has two or more main ideas (Target 2), to identify the main ideas the author is trying to make (Target 3), to identify key details from the text and to explain how they support each of the identified main ideas (Target 4), and how to use details and the main idea to provide a summary of the text (Target 5). Instructor will use excerpts from the text "Eli Whitney: Cotton Gins and Guns" to assess understanding. ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits include adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

Instructional Analysis for Grade 3 in Writing	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **3.W.2**	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	3.W.2a 1. SW know that well-structured text helps group information together 2. SW know illustrations help build understanding 3. SW be able to introduce a topic and sort information into categories 3.W.2b 4. SW know facts, definitions, and details help develop and clarify the topic of a text 5. SW be able to determine key information to include in informative/explanatory text
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	Prior knowledge and skills: 8. Ability to define the following: (3.W.2a) (Target 1,2,3) ○ categories ○ illustration ○ introduction ○ related ○ topic 9. Ability to define the following: (3.W.2b) (Target 4,5) ○ definition ○ detail ○ develop ○ fact • SW know how to use a combination of drawing, dictating, and writing to compose informative/explanatory texts (Target 1,2) • SW know how to name what they are writing about (Target 3) • SW know the topic of a text is the subject or what it is mostly about (Target 3) • SW know how to supply some information about the topic (Target 4,5) • SW know grade-appropriate organization, grammar, punctuation, and conventions (Target 1,2,3,4,5) To recall prior knowledge and introduce the learning targets, SW discuss the importance of clarity and simplicity as it pertains to explanatory text. Instructor will share or SW read the following quote in their LMS: "To make the simple complicated is commonplace, but to make the complicated simple – awesomely simple, that's creative genius. -Eric Hoffer." SW be asked to share what they think the quote means and how it applies to providing instructions, sharing information, or giving explanations. SW record their responses in their online discussion forum. Alternatively, students may share their responses in small groups or the Instructor may facilitate a classroom discussion.

3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	*Process for presenting new information* Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: identify the central point of a text and supporting details (target 1), how to determine when a text has two or more main ideas (target 2), how to identify the main ideas the author is trying to make (target 3), how to identify key details from and explain how they support each of the identified main ideas (target 4), and how to provide a summary of the text using details and the main idea (target 5). Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension and ability. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1). *Specific Instructional Strategies Addressing Identified Learning Targets* **1. Activating Prior Knowledge** To recall prior knowledge and introduce the learning targets, SW discuss the importance of clarity and simplicity as it pertains to explanatory text. Instructor will share or SW read the following quote in their LMS: “To make the simple complicated is commonplace, but to make the complicated simple – awesomely simple, that’s creative genius. -Eric Hoffer.” SW be asked to share what they think the quote means and how it applies to providing instructions, sharing information, or giving explanations. SW record their responses in their online discussion forum. Alternatively, students may share their responses in small groups or the Instructor may facilitate a classroom discussion. An instructor or coach will guide, monitor, and assist students as needed. **(Prior Skills & Knowledge)** **2. Modeling** Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets identified above.

SW watch “Discover: Explanatory Writing” a 2:05 Acellus video in which a Master Teacher explains and models how to identify explanatory text (Target 1)

SW watch “Beginning: Explanatory Writing” a 2:26 Acellus video in which a Master Teacher explains and models how to introduce a topic and begin an explanatory statement or text. (Target 3)

SW watch “Develop: Explanatory Writing” a 2:17 Acellus video in which a Master Teacher explains and models how to clarify the topic of explanatory text by adding details. (Target 4,5)

SW watch “Develop: Explanatory Steps” a 1:32 Acellus video in which a Master Teacher explains and models how to further clarify an explanatory statement or text by adding steps or sequencing. (Target 4,5)

SW watch “Develop: Explanatory Illustrations” a 2:59 Acellus video in which a Master Teacher explains and models how to add illustrations. (Target 2,3)

SW watch “Concluding: Explanatory Writing” a 1:43 Acellus video in which a Master Teacher explains and models how to write a conclusion for an explanatory statement or text. (Target 1,5)

SW watch “Proofing: Explanatory Writing” a 2:16 Acellus video in which a Master Teacher explains and models how to review, proof, and edit a text. (Target 1,5)

SW watch “Application: Explanatory Writing” a 0:56 Acellus video in which a Master Teacher explains and models daily application and benefits of acquiring skills to write informative/explanatory texts and convey ideas and information clearly. (Target 1,2,3,4,5)

SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**

3. **Guided Instruction**

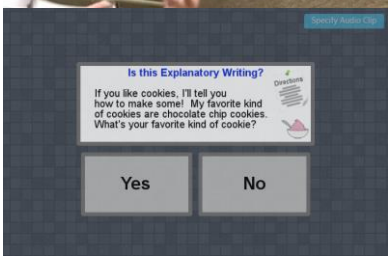
SW use an interactive module such as Canvas Studio which overlays and embeds questions and activities into video to practice identifying explanatory text and its components. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5)**

4. **Independent Practice**

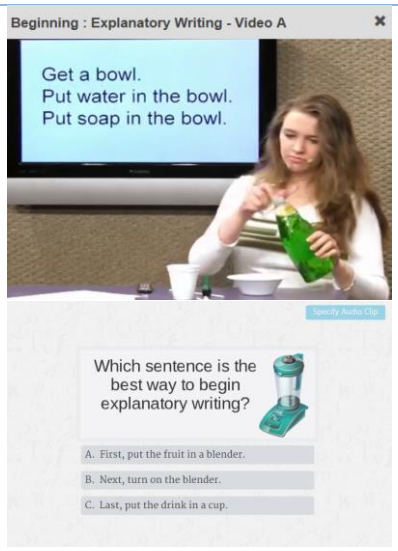
SW complete multiple practice problems independently after instruction. Practice problems will ask students age appropriate multiple choice, true/false, open ended, and/or matching questions to practice each of the identified learning targets. Questions will include topics addressing: well-structured text, grouping information, illustrations, topic introduction, sorting information into categories, facts, details, and definitions, and key information. Following independent

	practice, students will be shown the correct answers to their practice questions. **(Targets 1,2,3,4,5)** ***5.*** **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4,5)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students will progress through a lesson presented by a Master Teacher independently and at their own pace via instructional software. Support and oversight will be provided by an Instructor and Coach. Students will watch videos that introduce activities and tasks that students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to demonstrate understanding by completing similar activities and tasks as that which was modeled and to attempt answering similar questions and completing similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3,4,5)** As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5)** A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project or task that demands the skill. **(Targets 1,2,3,4,5)** The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**

- To recall prior knowledge and introduce the learning targets, SW discuss the importance of clarity and simplicity as it pertains to explanatory text. Instructor will share or SW read the following quote in their LMS: "To make the simple complicated is commonplace, but to make the complicated simple – awesomely simple, that's creative genius. -Eric Hoffer." SW be asked to share what they think the quote means and how it applies to providing instructions, sharing information, or giving explanations. SW record their responses in their online discussion forum. Alternatively, students may share their responses in small groups or the Instructor may facilitate a classroom discussion. An instructor or coach will guide, monitor, and assist students as needed. **(Prior Skills & Knowledge)**
- Students will (SW) watch a series of 8 interactive videos of a Master Teacher modeling each of the learning targets. Following instruction and modeling, SW practice and apply knowledge and skills identified in each target. SW be able to pause, rewind, and repeat modeling as many times as needed. SW be able to access 25-30 unique practice questions following each interactive video. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**
    - SW watch "Discover: Explanatory Writing" a 2:05 Acellus video in which a Master Teacher explains and models how to identify explanatory text, for example: how to assemble a racecar or bake a pie (Target 1)
    -

    - 

    - SW watch "Beginning: Explanatory Writing" a 2:26 Acellus video in which a Master Teacher explains and models how to introduce a topic and begin an explanatory statement or text. SW watch MT model how to create bubble stationery (Target 3)

- 

- SW watch “Develop: Explanatory Writing” a 2:17 Acellus video in which a Master Teacher explains and models how to clarify the topic of explanatory text by adding details. (Target 4,5)
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- SW watch “Develop: Explanatory Steps” a 1:32 Acellus video in which a Master Teacher explains and models how to further clarify an explanatory statement or text by adding steps or sequencing. (Target 4,5)
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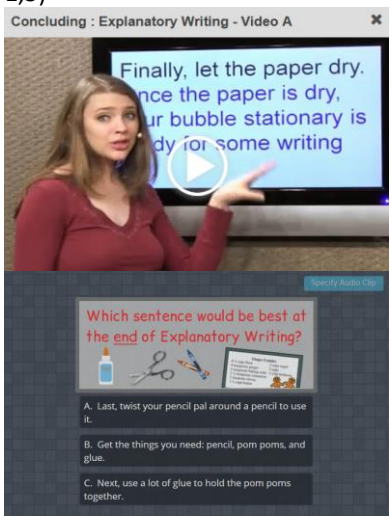
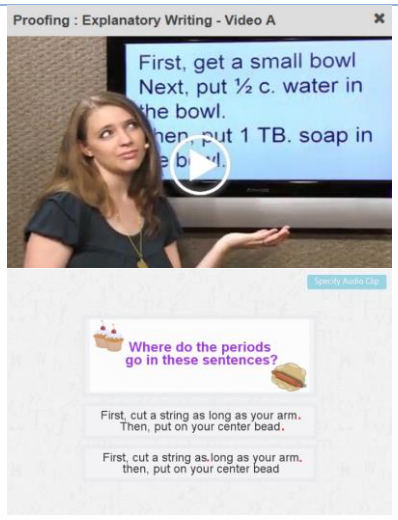
- SW watch “Develop: Explanatory Illustrations” a 2:59 Acellus video in which a Master Teacher explains and models how to add illustrations. (Target 2,3)

- SW watch “Concluding: Explanatory Writing” a 1:43 Acellus video in which a Master Teacher explains and models how to write a conclusion for an explanatory statement or text. (Target 1,5)



- SW watch “Proofing: Explanatory Writing” a 2:16 Acellus video in which a Master Teacher explains and models how to review, proof, and edit a text. (Target 1,5)

- 

- SW watch "Application: Explanatory Writing" a 0:56 Acellus video in which a Master Teacher explains and models daily application and benefits of acquiring skills to write informative/explanatory texts and convey ideas and information clearly. (Target 1,2,3,4,5)
-

- Instructor or facilitator will provide oversight and intervention as needed and use guiding and follow-up questions to help students internalize learning targets: **(Target 1,2,3,4,5)**

Components of Program of Instruction Tied to Learning Targets

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This **3rd Grade Writing** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It

	incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies. *Components of Mission-Aligned Educational Philosophy* • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This **3rd Grade Writing** instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each learning target. • SW demonstrate understanding that well-structured text helps group information together (Target 1) and that illustrations help build understanding (Target 2). SW demonstrate ability to introduce a topic and sort information into categories (Target 3), and an understanding that facts, definitions, and details help develop and clarify the topic of a text (Target 4), and demonstrate ability to identify and include key information and details in informative/explanatory text of main ideas (Target 5). **(Targets 1,2,3,4,5)** To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).

6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Student must also be able to demonstrate the ability to answer similar questions and demonstrate similar abilities at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW: 7. Complete a summative assessment on "Explanatory Text" embedded within their LMS **(Targets 1,2,3,4,5). Questions will assess students understanding and ability to:** 1. Know that well-structured text helps group information together 2. Know illustrations help build understanding 3. Be able to introduce a topic and sort information into categories 4. Know that facts, definitions, and details help develop and clarify the topic of a text 5. Be able to determine key information to include in informative/explanatory text Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. **(Targets 1,2,3,4,5)**
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered." Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning

	has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student understands relevant vocabulary such as: categories, illustration, introduction, related, topic, definition, detail, develop, and fact. The instruction will see if the student knows how to use a combination of drawing, dictating, and writing to compose informative/explanatory texts, how to name what they are writing about, that the topic of a text is the subject or what it is mostly about, how to supply some information about the topic, and is familiar with grade-appropriate organization, grammar, punctuation, and conventions (Target 1,2,3,4,5). TO ASSESS LEARNING TARGETS: The instructor will ask the student to show that they know that well-structured text helps group information together (Target 1), that illustrations help build understanding (Target 2), how to introduce a topic and sort information into categories (Target 3), that facts, definitions, and details help develop and clarify the topic of a text (Target 4), and how to determine key information to include in informative/explanatory text (Target 5). ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits include adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

Instructional Analysis Templates for 6-8 Grade Span

Instructional Analysis for Grade 8 in Reading	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **8.RI.6**	Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	1. SW be able to determine the author's position on any argument in the text. 2. SW be able to determine the author's point of view and purpose for writing a text. 3. SW be able to identify any conflicting evidence or viewpoints presented in the text. 4. SW be able to consider the language/tone the author uses when presenting counterarguments and conflicting evidence in a text. 5. SW know that an effective argument addresses counterclaims or counterarguments and responds to conflicting viewpoints, events, or issues to reinforce their own argument. 6. SW be able to evaluate the author's response to conflicting evidence or viewpoints.
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	Prior Knowledge: What prior knowledge should students have for this lesson? Vocabulary – position, viewpoint, conflicting evidence, counterarguments, counterclaims, credibility (Targets 1,2,3,4,5,6) SW: • Know that point of view shapes perspective and that context, examples, experience, background, wants, and bias shape point of view. (Target 1,2) • Be able to identify an author's position, reasons, motives, and purpose for writing a text. (Target 1,2) • Understand the difference between reasons and evidence. (Target 3,4) • Know the term "claim" and how to make a written claim supporting it with reasons and evidence from texts. (Target 3,4) • Know that a claim or argument usually answers the question: What do I think? (Target 3,4,5) • Know that a reason should answer the question: Why do I think this? (Target 4,5,6) • Know that evidence should answer the questions what, when, or how do I know something: How do I know this is the case? (Target 5,6) • Know that an argument starts with a claim and that evidence supports the reason for the claim. (Target 5,6) • Know that authors write texts for a variety of reasons (Target 1,2,3,4,5,6) • Be able to construct a written response to a prompt with a clear beginning, middle, and end. (Target 6) To introduce the learning targets, SW read John Godfrey Saxe's poem entitled "The Blind Men and the Elephant" (or watch a dramatization of the poem embedded in LMS: https://www.youtube.com/watch?v=Vn9BUfUCL4I) – Students

	will respond to the following discussion questions: How does a narrator's personal point of view impact his/her perspective? Why is it important to consider author bias and examine multiples viewpoints? Student will share responses in their LMS classroom discussion forum. An instructor or coach will guide, monitor, and assist students as needed. Alternatively, students may review content and share thoughts in small groups or with their instructor or coach.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	*Process for presenting new information* Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: identify the central point of a text and supporting details (target 1), how to determine when a text has two or more main ideas (target 2), how to identify the main ideas the author is trying to make (target 3), how to identify key details from and explain how they support each of the identified main ideas (target 4), and how to provide a summary of the text using details and the main idea (target 5). Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension and ability. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1). *Specific Instructional Strategies Addressing Identified Learning Targets* **1. Activating Prior Knowledge** SW activate prior knowledge by reading John Godfrey Saxe's poem entitled "The Blind Men and the Elephant" (or watching a dramatization of the poem here: https://www.youtube.com/watch?v=Vn9BUfUCL4I) – Students will respond to the following discussion questions: How does a narrator's personal point of view impact his/her perspective? Why is it important to consider author bias and examine multiples viewpoints? Student will share responses in their LMS classroom discussion forum. An instructor or coach will guide, monitor, and assist students as needed. Alternatively, students may review content and share thoughts in small groups or with their instructor or coach. **(Prior Skills & Knowledge)**

2. Modeling

Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets identified above.

SW watch “Author Point of View” a 9:08 Acellus video in which a Master Teacher explains how to determine the author's position on arguments within a text (Target 1) and how to determine the author's point of view and purpose for writing a text (Target 2). SW watch “Analyzing Conflicting Info” a 7:35 Acellus video in which a Master Teacher explains how to identify conflicting evidence or viewpoints presented in a text (Target 3,4) and demonstrates how to evaluate the author's response to conflicting evidence or viewpoints (Target 6). SW watch “Analyzing Argumentative Text” a 6:01 Acellus video in which a Master Teacher explains how to consider the language/tone the author uses when presenting arguments and counterarguments and conflicting evidence in a text (Target 4). MTW demonstrate how an effective argument addresses counterclaims or counterarguments and responds to conflicting viewpoints, events, or issues to reinforce their own argument (Target 5,6)

SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5,6)**

3. Guided Instruction

SW use an interactive module such as Canvas Studio which overlays and embeds questions and activities into video to practice learning targets. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5,6)**

4. Independent Practice

SW complete multiple practice problems independently after instruction. Practice problems will ask students age appropriate multiple choice, true/false, open ended, and/or matching questions to practice each of the identified learning targets. Questions will include topics addressing: an author's point of view, an author’s perspective and purpose in writing a text, and analysis of how the author acknowledges and responds to conflicting evidence or viewpoints. Following independent practice, students will be shown the correct answers to their practice questions. **(Targets 1,2,3,4,5,6)**

5. **Formative Assessment**

SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student’s progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they’ve demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5,6)**

6. **Summative Assessment**

	To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4,5,6)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students will progress through a lesson presented by a Master Teacher independently and at their own pace via instructional software. Support and oversight will be provided by an Instructor and Coach. Students will watch videos that introduce activities and tasks that students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to demonstrate understanding by completing similar activities and tasks as that which was modeled and to attempt answering similar questions and completing similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3,4,5,6)** As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5,6)** A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project or task that demands the skill. **(Targets 1,2,3,4,5,6)** The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5,6)** • To introduce this topic, an Instructor will have students demonstrate prior knowledge by reading John Godfrey Saxe's poem entitled "The Blind Men and the Elephant" (or watching a dramatization of the poem embedded in their LMS: https://www.youtube.com/watch?v=Vn9BUfUCL4I) – Students will respond to the following discussion questions: How does a narrator's personal point of view impact his/her perspective? Why is it important to consider author bias and examine multiples viewpoints? Student will share responses in their LMS classroom discussion forum. An instructor or coach will guide, monitor, and assist students as needed. Alternatively, students may review content and share thoughts in small groups or with their instructor or coach. **(Prior Knowledge)**

- Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5,6)**
    - SW watch "Author Point of View" a 9:08 Acellus video in which a Master Teacher explains how to determine the author's position on arguments within a text (Target 1) and how to determine the author's point of view and purpose for writing a text (Target 2). SW examine text from a Union Soldier and a Confederate Soldier recounting the same Civil War battle and consider each author's position, purpose, and point of view.
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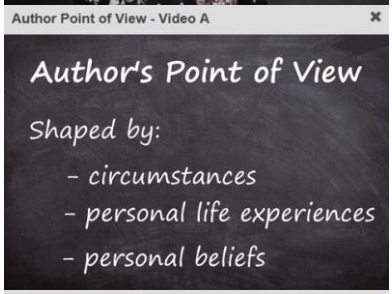
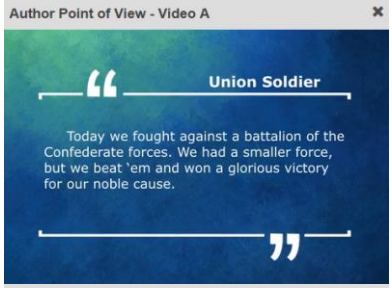
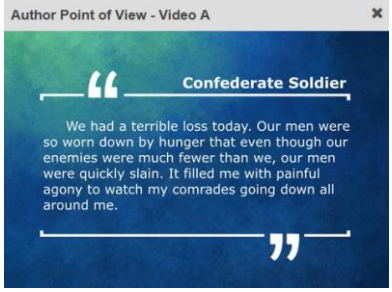
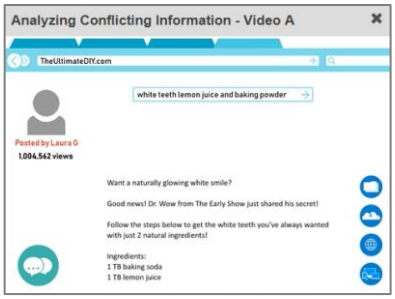
    - 

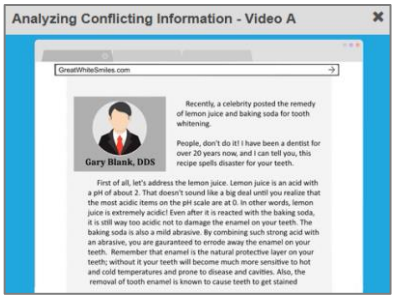
    - 

    - 

    - SW watch "Analyzing Conflicting Info" a 7:35 Acellus video in which a Master Teacher explains how to identify conflicting evidence or viewpoints presented in a text (Target 3,4) and demonstrates how to evaluate the author's response to conflicting evidence or viewpoints (Target 6). SW examine a celebrity's recommendation to use lemon juice and baking soda

as the “best teeth whitener” followed by a Dentist’s counter recommendation to *not* use it as the acidic lemon juice will erode teeth enamel **(Targets 3,4,6)**

- 

- 

- SW watch “Analyzing Argumentative Text” a 6:01 Acellus video in which a Master Teacher explains how to consider the language/tone the author uses when presenting arguments and counterarguments and conflicting evidence in a text (Target 4). Master Teacher will demonstrate how an effective argument addresses counterclaims or counterarguments and responds to conflicting viewpoints, events, or issues to reinforce their own argument (Target 5,6). SW review Benjamin Franklin’s letter to George Washington in which he addresses multiple counterarguments before inviting him to the Constitutional Convention.
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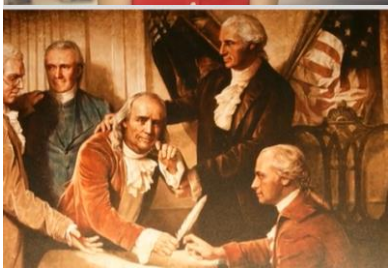
- 
- Student will independently practice applying learning targets by completing multiple practice questions and scenarios embedded

within their LMS designed to meet each of the learning targets. **(Targets 1,2,3,4,5,6)**

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Comparing Point of View - Journal Entries - Video A
-

Comparing Point of View - Journal Entries - Video A
-

- Instructor or facilitator will use guiding and follow-up questions to help students internalize learning targets: **(Target 1,2,3,4,5,6)**

Components of Program of Instruction Tied to Learning Targets

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This **8th Grade Reading** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies.

	Components of Mission-Aligned Educational Philosophy • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This **8th Grade Reading** instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each learning target. • SW complete "Author Point of View" quiz to assess understanding of author's position on arguments within a text (Target 1) and how to determine the author's point of view and purpose for writing a text (Target 2) • SW complete "Analyzing Conflicting Info" quiz to assess student ability to identify conflicting evidence or viewpoints presented in a text (Target 3,4) and ability to evaluate the author's response to conflicting evidence or viewpoints (Target 6). • SW complete "Analyzing Argumentative Text" quiz to assess the student's ability to consider the language/tone the author uses when presenting arguments and counterarguments and conflicting evidence in a text (Target 4). To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions and demonstrate similar abilities at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW: 7. Complete a summative assessment on "Point of View – Perspective,

	Purpose, Evidence, and Analysis" embedded within their LMS **(Targets 1,2,3,4,5,6).** Questions will assess students understanding and ability to: ○ determine the author's position on any argument in the text. ○ determine the author's point of view and purpose for writing a text. ○ identify any conflicting evidence or viewpoints presented in the text. ○ consider the language/tone the author uses when presenting counterarguments and conflicting evidence in a text. ○ know that an effective argument addresses counterclaims or counterarguments and responds to conflicting viewpoints, events, or issues to reinforce their own argument. Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. **(Targets 1,2,3,4,5,6)**
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered." Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student understands basic vocabulary including: position, viewpoint, conflicting evidence, counterarguments, counterclaims, credibility (Targets 1,2,3,4,5,6) and know that

	point of view shapes perspective and context, examples, experience, background, wants, and bias shape point of view (Target 1,2); can identify an author's position, reasons, motives, and purpose for writing a text. (Target 1,2); understands the difference between reasons and evidence (Target 3,4); knows the term "claim" and how to make a written claim supporting it with reasons and evidence from texts. (Target 3,4); know that a claim or argument usually answers the question: What do I think? (Target 3,4,5); knows that a reason should answer the question: Why do I think this? (Target 4,5,6); know that evidence should answer the questions what, when, or how do I know something: How do I know this is the case? (Target 5,6); knows that an argument starts with a claim and that evidence supports the reason for the claim. (Target 5,6); knows that authors write texts for a variety of reasons (Target 1,2,3,4,5,6); can construct a written response to a prompt with a clear beginning, middle, and end (Target 6); and is familiar with classroom LMS features, video viewing, and quiz/assignment submission **(Target 1,2,3,4,5,6).** TO ASSESS LEARNING TARGETS: The instructor will ask the student to show that they know how to determine the author's point of view and purpose for writing a text (Target 2), how to identify conflicting evidence or viewpoints presented in a text (Target 3,4), can demonstrate how to evaluate the author's response to conflicting evidence or viewpoints (Target 6); know how to consider the language/tone the author uses when presenting arguments and counterarguments and conflicting evidence in a text (Target 4); know how an effective argument addresses counterclaims or counterarguments and that responding to conflicting viewpoints, events, or issues can reinforce their own argument (Target 5,6) ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits include adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

Instructional Analysis for Grade 6 in Writing	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **6.W.3**	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	STUDENT OBJECTIVES 6.W.3b 1. SW know that narrative techniques such as dialogue and inner monologue develop a story and provide insight into characters' personalities and motives. 2. SW be able to develop dialogue that provides insight into the narrator's and characters' personalities and motives. 3. SW be able to determine when and where dialogue should be used in narrative. 4. SW be able to manipulate the pace of a story to highlight significant events, build tension, and create suspense. 5. SW be able to develop relevant details of scenes, objects, and people (including their actions, movements, gestures, postures and expressions) in narrative writing. 6.W.3c 6. SW know transitions help develop the sequence of events and signal shifts in time or place. 7. SW be able to determine what type of transition is appropriate for circumstance (e.g. sequence, time shift, setting shift).
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	• Student should be familiar with the following vocabulary (Target 1,2,3,4,5,6,7): 6.W.3b • inner monologue • motive • pacing • suspense • tension 6.W.3c • transition • sequence • setting • Student should know that a narrative is developed using relevant details about scenes, objects, or people to describe specific actions (Target 1,2,3) • Student should be able to write narratives to develop real or imagined

	experiences or events using effective technique, descriptive details, and clear event sequences (Target 2,3,4,5) • SW know a narrative is developed using well-structured event sequences to manipulate pace, to highlight significance of events, and create tension or suspense. (Target 6,7) To introduce the learning targets and recall prior knowledge, SW watch "Narrative Writing: Laying the Groundwork" a 2:57 Acellus video in which a Master teacher reminds students how to develop an effective narrative. MTW explain the importance of defining a topic, choosing a narrator, and developing the plot. MTW explain how details, dialogue, narrative techniques, and structure evoke or inspire emotion. SW respond to the following question in their LMS discussion forum: "What are elements of an effective narrative?" Alternatively, an instructor or guide may introduce the topic and facilitate discussion individually, in small groups, or for the classroom.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	*Process for presenting new information* Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: identify the central point of a text and supporting details (target 1), how to determine when a text has two or more main ideas (target 2), how to identify the main ideas the author is trying to make (target 3), how to identify key details from and explain how they support each of the identified main ideas (target 4), and how to provide a summary of the text using details and the main idea (target 5). Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension and ability. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1). *Specific Instructional Strategies Addressing Identified Learning Targets* **1. Activating Prior Knowledge** To introduce the learning targets and activate prior knowledge, SW watch "Narrative Writing: Laying the Groundwork" a 2:57 Acellus video in which a

	Master teacher reminds students how to develop an effective narrative. MTW explain the importance of defining a topic, choosing a narrator, and developing the plot. MTW explain how details, dialogue, narrative techniques, and structure evoke or inspire emotion. SW respond to the question "What are elements of an effective narrative?" in their LMS discussion forum. Alternatively, an instructor or guide may introduce the topic and facilitate discussion individually, in small groups, or for the classroom. An instructor or coach will guide, monitor, and assist students as needed. **(Prior Skills & Knowledge)** **2. Modeling** Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets identified above. SW watch "Write a Narrative: Introduction" a 6:35 Acellus video in which a Master Teacher introduces narrative writing and explains how to introduce a narrative's characters and situation and what techniques are included in a successful narrative (Target 1). SW watch "Narrative Techniques: Dialogue" a 6:33 Acellus video in which a Master Teacher explains how and when to use dialogue to develop characters and scenes in a narrative. (Target 2,3) SW watch "Narrative Techniques: Pacing" an 8:05 Acellus video in which a Master Teacher explains how and when to use pacing to control the speed and tempo of a narrative. MTW explain that scenes, summaries, descriptions, and flashbacks are four useful pacing techniques that develop relevant details of scenes, objects and people in narrative writing. (Target 4,5) SW watch "Narrative Techniques: Transitions" a 2:24 Acellus video in which a Master Teacher explains how and when to use transitional words and phrases. MTW model what type of transitions are appropriate for various sequences, times, settings, and circumstances. (Target 6,7) SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5,6,7)** **3. Guided Instruction** SW use an interactive module such as Canvas Studio which overlays and embeds questions and activities into video to practice learning targets. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5,6,7)** **4. Independent Practice** SW complete multiple practice problems independently after instruction. Practice problems will ask students age appropriate multiple choice, true/false, open ended, and/or matching questions to practice each of the identified learning targets. Following independent practice, students will be shown the correct answers to their practice questions. **(Targets 1,2,3,4,5,6,7)**

	5. **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5,6,7)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4,5,6,7)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students will progress through a lesson presented by a Master Teacher independently and at their own pace via instructional software. Support and oversight will be provided by an Instructor and Coach. Students will watch videos that introduce activities and tasks that students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to demonstrate understanding by completing similar activities and tasks as that which was modeled and to attempt answering similar questions and completing similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3,4,5,6,7)** As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5,6,7)** A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project or task that demands the skill. **(Targets 1,2,3,4,5,6,7)** The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5,6,7)** • To introduce learning targets, an Instructor will have students activate

prior knowledge by watching “Narrative Writing: Laying the Groundwork” a 2:57 Acellus video in which a Master teacher reminds students how to develop an effective narrative. MTW explain the importance of defining a topic, choosing a narrator (i.e. 1st person, 2nd person, 3rd person), and developing the plot. MTW explain how details, dialogue, narrative techniques, and structure evoke or inspire emotion. SW respond to the question “What are elements of an effective narrative?” in their LMS discussion forum. Alternatively, an instructor or guide may introduce the topic and facilitate discussion individually, in small groups, or in the classroom. An instructor or coach will guide, monitor, and assist students as needed. **(Prior Knowledge, Learning Target 1)**

- Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5,6,7)**
    - SW watch “Write a Narrative: Introduction” a 6:35 Acellus video in which a Master Teacher introduces narrative writing and explains how to introduce a narrative’s characters and situation and what techniques are included in a successful narrative. Following modeling and guided instruction, student will independently practice lessons taught through interactive practice problems. (Target 1).
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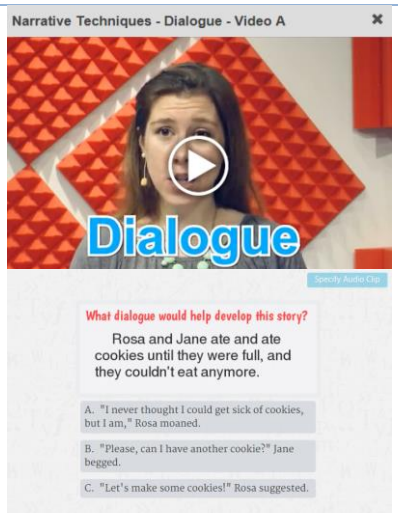
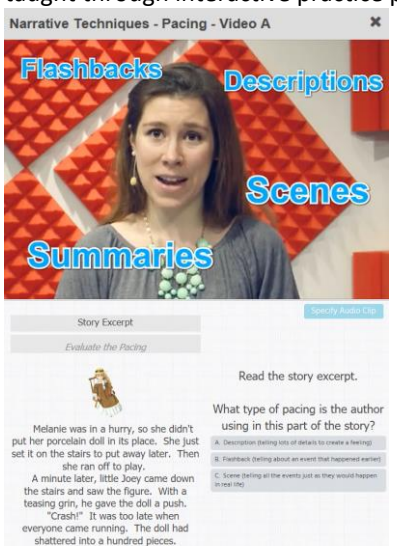
    - SW watch “Narrative Techniques: Dialogue” a 6:33 Acellus video in which a Master Teacher explains how and when to use dialogue to develop characters and scenes in a narrative. Following modeling and guided instruction, student will independently practice lessons taught through interactive practice problems. (Target 2,3).

- 

- SW watch "Narrative Techniques: Pacing" an 8:05 Acellus video in which a Master Teacher explains how and when to use pacing to control the speed and tempo of a narrative. MTW explain that scenes, summaries, descriptions, and flashbacks are four useful pacing techniques that develop relevant details of scenes, objects and people in narrative writing. Following modeling and guided instruction, student will independently practice lessons taught through interactive practice problems. (Target 4,5)
- 

- SW watch "Narrative Techniques: Transitions" a 2:24 Acellus video in which a Master Teacher explains how and when to use transitional words and phrases. MTW model what type of transitions are appropriate for various sequences, times, settings, and circumstances. Following modeling and guided instruction, student will independently practice lessons taught through interactive practice problems. (Target 6,7)

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- Student will independently practice applying learning targets by completing practice questions embedded within their LMS designed to help them meet each of the learning targets. **(Targets 1,2,3,4,5,6,7)**
- Instructor or facilitator will use guiding and follow-up questions to help students internalize learning targets: **(Target 1,2,3,4,5,6,7)**

Components of Program of Instruction Tied to Learning Targets

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This **6th Grade Writing** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies.

Components of Mission-Aligned Educational Philosophy

- Helping students achieve academic excellence
- Providing a technology-rich learning environment
- Providing a career-focused learning environment

	• Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This **6th Grade Writing** instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each learning target. ○ SW complete formative questions related to each learning target. Questions will assess student's ability to know that narrative techniques such as dialogue and inner monologue develop a story and provide insight into characters' personalities and motives (Target 1), develop dialogue that provides insight into the narrator's and characters' personalities and motives (Target 2), determine when and where dialogue should be used in narrative (Target 3), manipulate the pace of a story to highlight significant events, build tension, and create suspense (Target 4), develop relevant details of scenes, objects, and people (including their actions, movements, gestures, postures and expressions) in narrative writing (Target 5), know transitions help develop the sequence of events and signal shifts in time or place (Target 6), and determine what type of transition is appropriate for circumstance (e.g. sequence, time shift, setting shift) (Target 7) To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions and demonstrate similar abilities at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW: 7. Complete a summative assessment on "Narrative" embedded within their LMS **(Targets 1,2,3,4,5,6,7). Questions will assess students**

	understanding and ability to: ○ know that narrative techniques such as dialogue and inner monologue develop a story and provide insight into characters' personalities and motives. ○ develop dialogue that provides insight into the narrator's and characters' personalities and motives. ○ determine when and where dialogue should be used in narrative. ○ manipulate the pace of a story to highlight significant events, build tension, and create suspense. ○ develop relevant details of scenes, objects, and people (including their actions, movements, gestures, postures and expressions) in narrative writing. ○ know transitions help develop the sequence of events and signal shifts in time or place. ○ determine what type of transition is appropriate for circumstance (e.g. sequence, time shift, setting shift). Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. **(Targets 1,2,3,4,5,6,7)**
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered." Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live

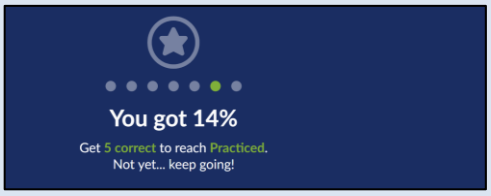
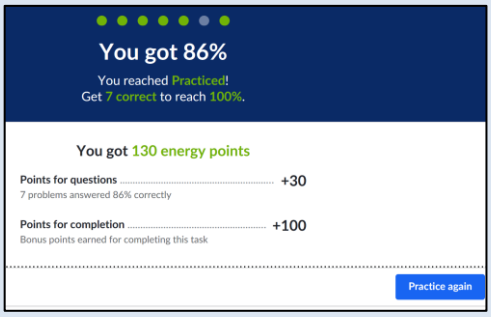
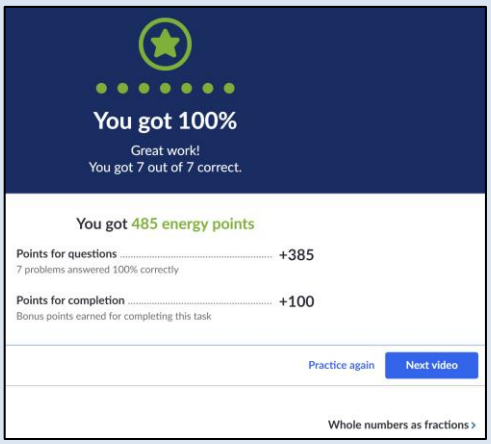
	observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student understands relevant terminology such as: inner monologue, motive, pacing, suspense, tension, transition, sequence, and setting. IW see if student knows that a narrative is developed using relevant details about scenes, objects, or people to describe specific actions, that a student can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, and that a student knows that a narrative is developed using well-structured event sequences to manipulate pace, to highlight significance of events, and create tension or suspense. TO ASSESS LEARNING TARGETS: The instructor will ask the student to show that they know that narrative techniques such as dialogue and inner monologue develop a story and provide insight into characters' personalities and motives (Target 1), that they are able to develop dialogue that provides insight into the narrator's and characters' personalities and motives (Target 2), that they are able to determine when and where dialogue should be used in narrative (Target 3), that they are able to manipulate the pace of a story to highlight significant events, build tension, and create suspense (Target 4), that they are able to develop relevant details of scenes, objects, and people (including their actions, movements, gestures, postures and expressions) in narrative writing (Target 5), that they know that transitions help develop the sequence of events and signal shifts in time or place (Target 6), and that they are able to determine what type of transition is appropriate for various circumstances (Target 7). Instructor will use various quizzes and modules embedded within the student's LMS to assess understanding. ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits include adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

Instructional Analysis for Grade 7 in Math	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **7.EE.B.3**	Solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. For example, If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50 per hour.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	1. Student can add and subtract rational numbers 2. Student can convert between numerical forms as appropriate 3. Student can rewrite decimals as fractions to solve multi-step problems 4. Student can complete rational number word problems applying properties of operations 5. Student can assess the reasonableness of answers using mental computational and estimation strategies
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	• Grade 7 number systems • Rational numbers, including whole numbers, integers, fractions, terminating decimals and repeating decimals
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software, such as Khan Academy. Each learning target above has step by step video instructions and explanations that introduce how to meet each objective. Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1). *Specific Instructional Strategies Addressing Identified Learning Targets* **1. Activating Prior Knowledge** SW complete an online warm-up activity demonstrating ability to identify Rational numbers, including whole numbers, integers, fractions, terminating decimals, and repeating decimals. **(Prior Skills & Knowledge)**

	2. Modeling Students will (SW) watch interactive videos of a Master Teacher modeling each of the 5 learning targets. SW watch "Comparing rational numbers" in which a Master Teacher orders a list of 7 rational numbers along a number line. SW watch "Adding and Subtracting rational numbers: 79% - 79.1 – 58 1/10" in which a Master Teacher models how to add and subtract a mix of decimals and percentages. SW watch "Adding and Subtracting rational numbers: 0.79 – 4/3 – ½ + 150%" in which a Master Teacher models how to add and subtract a mix of decimals and percentages. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)** **3. Guided Instruction** SW use an interactive module such as Khan Academy to practice demonstrating the ability to add and subtract rational numbers, convert between numerical forms as appropriate, rewrite decimals as fractions to solve multi-step problems, complete rational number word problems applying properties of operations, assess the reasonableness of answers using mental computational and estimation strategies. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5)** **4. Independent Practice** SW complete multiple practice problems independently after instruction. Practice problems will ask students to add and subtract rational numbers, convert between numerical forms as appropriate, rewrite decimals as fractions to solve multi-step problems, complete rational number word problems applying properties of operations, assess the reasonableness of answers using mental computational and estimation strategies. SW practice: "Order rational numbers" and "Adding and subtracting rational numbers." **(Targets 1,2,3,4,5)** ***5.*** **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5)** ***6.*** **Summative Assessment** To demonstrate mastery, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4,5)**

4. Instruction
Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.
	For core skill development, students progress through a lesson independently and at their own pace via instructional software. Students will watch videos that visually show sample problems and provide a step by step process for solving. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to attempt similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while practicing. If a student opts to receive a hint, they are notified that that practice problem will not count toward mastery.
	
	As students progress through their instructional videos, they will practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software).
	
	A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Further, students will apply the learning targets at a later time with purpose in a project that demands the skill.
	
	The following video tasks and practice activities show the instructional process students will complete to meet the required learning targets:
	
	• SW watch a 6:58 video: "Comparing rational numbers" in which a Master Teacher orders a list of 7 rational numbers along a number line.
	  ○ SW practice: "Order rational numbers"
	• SW watch a 4:28 video: "Adding and Subtracting rational numbers: 79% - 79.1 – 58 1/10" in which a Master Teacher models how to add and subtract a mix of decimals and percentages.
	• SW watch a 4:33 video: "Adding and Subtracting rational numbers: 0.79 – 4/3 – ½ + 150%" in which a Master Teacher models how to add and subtract a mix of decimals and percentages.
	  ○ SW practice: "Adding and subtracting rational numbers"
	
	Components of Program of Instruction
	• Hybrid Learning
	• Flipped Learning
	• Personalized Learning
	• Response to Intervention (RTI) Model
	• Standards Aligned Assessment
	• Research-Based Instructional Best Practices
	
	This lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative

	comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies. *Components of Mission-Aligned Educational Philosophy* • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This instructional plan aligns to FPA's educational philosophy by helping student achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills.
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	For formative assessment, students answer 5 or more practice problems embedded in the instructional software covering the objectives identified above. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill, for example by achieving 100% on a 7-question formative assessment.
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. To achieve "Mastery" of the required standard, a student will advance from "Needs Practice" to "Practiced" to "Mastered." Once a student has demonstrated the ability to correctly answer 5 or more questions in a row, he or she achieves the status of "Practiced." Then, the student is given 3 Mastery Challenges, in which he or she is asked questions in a jumbled context and spaced out over time (Mastery Challenges are typically spaced apart by at least 16 hours). By answering Mastery Challenge questions correctly, a student moves from Practiced to Level One, then Level Two, and finally Mastered. If a student misses two Mastery Challenge questions in a row for a skill, he or she is sent back to either "Practiced" or "Needs Practice." The courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five

	questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. Additionally, three times a year students will take the NWEA MAP assessment, or similar standards-based assessment, which will produce a snapshot of student proficiency on a variety of standards, including this.
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." "Try again" allows student to re-answer missed problems. "Getting help" allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program or via other approved resources such as Acellus, YouTube, or other useful online sites. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered."   

	Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student can successfully identify, add, subtract, multiple, and divide rational numbers. TO ASSESS ACADEMIC VOCABULARY AND COMPREHENSION: The instructor will have the student verbally describe the meaning of factor, sum, expression, rational, quantities, apply, expand, solve. TO ASSESS LEARNING TARGETS: The instructor will ask the student to convert from all forms of numbers: fractions, decimals, percents. The instructor will then equip with additional resources relevant to where the learning broke down, or remodel the process for solving the problem before encouraging the student to try again independently.

Instructional Analysis for Grade 8 in Science	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **8.P1U1.2**	Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	1. Students will be able to distinguish between pure substances and mixtures, including solutions. 2. Student will be able to differentiate between the qualities of heterogeneous mixtures and homogeneous mixtures. 3. Student will be able to compare and contrast elements based on unique physical and chemical properties.
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	• Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process. (SC.5.P.8.2) • Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction. (SC.5.P.8.3)
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: distinguish between pure substances and mixtures (including solutions), differentiate between the qualities of heterogeneous mixtures and homogeneous mixtures, and compare and contrast elements based on unique physical and chemical properties. Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, activities/tasks, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1). *Specific Instructional Strategies Addressing Identified Learning Targets* **1. Activating Prior Knowledge** SW view “Separating Mixtures and Solids Different Methods: Distillation, Evaporation & Centrifugation” a 10:55 YouTube video embedded within their LMS to activate prior knowledge of materials that will dissolve in water and those that will not, how to

	identify the conditions that will speed up or slow down the dissolving process, and how mixtures of solids can be separated based on observable properties of their parts. **(Prior Skills & Knowledge)** **2. Modeling** Students will (SW) watch interactive videos of a Master Teacher modeling each of the 3 learning targets identified above. SW watch a video lecture of a 42-slide PowerPoint in which the Master Teacher models and explains the objectives aligned to the required standard, including: how to distinguish between pure substances and mixtures (Target 1), how to differentiate between the qualities of heterogeneous mixtures and homogeneous mixtures (Target 2), and how to compare and contrast elements based on unique physical and chemical properties (Target 3). SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3)** **3. Guided Instruction** SW use an interactive module such as Canvas Studio to practice demonstrating the ability to distinguish between pure substances and mixtures (Target 1), to differentiate between the qualities of heterogeneous mixtures and homogeneous mixtures (Target 2), and to compare and contrast elements based on unique physical and chemical properties (Target 3). Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3)** **4. Independent Practice** SW complete multiple practice problems independently after instruction. Practice problems will ask students multiple choice, true/false, open ended, and/or matching questions to practice each of the learning targets identified above. Following independent practice, students will be provided an answer key to review answers to practice questions. **(Targets 1,2,3)** ***5.*** **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the 3 learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3)**

4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students progress through a lesson independently and at their own pace via instructional software. Students will watch videos that audibly describe and visually model key learning objectives. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have an opportunity to model lessons learned and respond to questions that provide immediate feedback and support after each problem. If needed, a student can review a how-to video or receive a hint from the software while practicing. If a student opts to receive a hint, they are notified that that practice problem will not count toward mastery. As students progress through their instructional videos, they will practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Further, students will apply the learning targets at a later time with purpose in a project that demands the skill. For this activity, a recording of a Master Teacher delivering a PowerPoint presentation aligned to Learning targets, is accessed by the student through their learning management system. The following slide outline, tasks, and practice activities show the instructional process students will complete to meet the required learning targets: **Slides 1-7** - These slides are to be utilized during the teaching phase. They provide characteristics of pure substances, homogeneous mixtures, heterogeneous mixtures and solutions. This will provide students with background information needed to successfully understand the benchmark. **Slides 8** - This slide will act like a signal for students to begin the Lego demonstration. Students will have physical Legos in their classroom or use a simulated model of Legos or building blocks on their computers to complete the activity. Step 1: Grab a single colored Lego. Explain to the students that this single colored Lego represents an element. This is an example of an element (pure substance). Step 2: Grab four more of the same colored Legos. Explain to the students that this is an example of a pure substance because the Legos are uniform and cannot be physically separated. This is still an example of an element (pure substance). Step 3: Grab three Legos of different colors than in step 1 and mix them together. Ask the students if this is still an example of a pure substance.

	Explain to the students that this has become a mixture because it is no longer uniform (two different colored Legos are now present) and it can be physically separated (into the two different color groups). This is an example of a mixture of elements. Step 4: Create one compound by connecting two blue Legos and one white Lego. Explain to the students that this is an example of a compound and that compounds are also examples of pure substances. This is an example of a compound (pure substance). Step 5: Create three more of the same compounds as in step 4 and mix them together. Ask the students if this is an example of a pure substance or a mixture. Explain to the students that since the compounds are uniform and cannot be separated into different compounds that it is still considered a pure substance. This is still an example of a compound (pure substance). Step 6: Create two compounds by connecting two orange Legos and two green Legos together and mix them together with the compounds from step 5. Ask the students if this is an example of a pure substance or a mixture. Explain to the students that this has become a mixture because it is no longer uniform (two different patterned compounds are now present) and it can be physically separated (into the two different patterned groups). This is an example of a mixture of compounds. Step 7: Combining the elements and compounds created in steps 1-6 together. Ask the students if this is an example of a pure substance or a mixture. Explain to the students that this is a mixture because it is not uniform (it has different types of elements and compounds) and it can be physically separated (into the different element and compound groups). Step 8: Continue steps 1-7 to provide further examples of this abstract concept, until the students begin feeling comfortable with the concept. Then proceed to the next few slides to test their understanding. Guided Practice: What activities or exercises will the students complete with teacher guidance? Students will be presented information via a PowerPoint presentation and Lego demonstration and will complete practice questions. Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Students will make their own Lego models to create examples of pure substances and mixtures. This will occur after the teacher provides examples of each category during the Lego demonstration.

The students will use the Legos to make examples of the following:

Elements -
For example: Utilizing 1 single colored Lego.
Compounds -
For example: Connecting two Legos of a single color and one Lego of another color.
Mixtures of Elements -
For example: Mixing multiple colored Legos (none of which are connected together)
Mixtures of Compounds -
For example: Connecting two Legos of a single color and two Legos of another color. Then mix this creation together with the previously created compound.
Mixtures of Elements and Compounds -
For example: Combine the elements and compounds created in the previous steps.
Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

SW practice: “Elements, Compounds and Mixture Practice Questions”

Slides 9-14 - These slides will serve as a "wellness check" to see if the students understood the Lego demonstration.
SW practice: “Theoretical applications and situations”

Slide 15 - This slide gives the students a chance to conduct a self-assessment on whether or not they feel that they understand the abstract concept.
SW practice: “Real Life Examples Practice Questions”

Slides 16-27 - These slides will be used as a formative assessments. The previous formative assessment assessed student understanding of the abstract concept of elements, compounds and mixtures. This formative assessment will assess if students are able to apply that abstract knowledge into real life examples.

Slides 28-38 - These slides will be used to review the answers to the formative assessment. This will be a chance for the teacher to provide student feedback on why an answer is correct or incorrect.

Slide 39 - This slide gives the students another chance to conduct a self-assessment on whether or not they feel that they understand the concept.

Slide 40-41 - This provides the teacher and student a chance to see if they can distinguish between pure substances and mixtures.

Slide 42 - This slide gives the students a final chance to conduct a self-assessment on whether or not they feel that they understand the concept.

	Components of Program of Instruction • Hybrid Learning • Flipped Learning • Personalized Learning • Response to Intervention (RTI) Model • Standards Aligned Assessment • Research-Based Instructional Best Practices This lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies. *Components of Mission-Aligned Educational Philosophy* • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This instructional plan aligns to FPA's educational philosophy by helping student achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills.
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	For formative assessment, students answer 5 or more practice problems embedded in the instructional software covering the objectives identified above. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill, for example by achieving 100% on a 7-question formative assessment. For this lesson, the following formative assessments will determine whether students have met each of the learning targets: The "Elements, Compounds and Mixtures" practice questions on slides 10-14 The "Real Life Examples" practice questions on slide 16-27

	Both will serve as measurements to check student understanding and gauge if further assistance is needed.
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. To achieve "Mastery" of the required standard, a student will advance from "Needs Practice" to "Practiced" to "Mastered." Once a student has demonstrated the ability to correctly answer 5 or more questions in a row, he or she achieves the status of "Practiced." Then, at a later time, the student is given 3 Mastery Challenges, in which he or she is asked questions in a jumbled context and spaced out over time (Mastery Challenges are typically spaced apart by at least 16 hours). By answering Mastery Challenge questions correctly, a student moves from Practiced to Level One, then Level Two, and finally Mastered. If a student misses two Mastery Challenge questions in a row for a skill, he or she is sent back to either "Practiced" or "Needs Practice." The courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. Additionally, three times a year students will take the NWEA MAP assessment, or similar standards-based assessment, which will produce a snapshot of student proficiency on a variety of standards, including this. Alternatively, students may complete the following summative quiz scoring 80% of greater to demonstrate mastery: For this lesson a summative quiz will assess student ability to successfully distinguish between pure substances and mixtures. Below are sample questions: Part 1: Definitions: Directions: Write the correct definition of each vocabulary word below on the line. 1. Pure Substance- 2. Homogeneous Mixture- 3. Heterogeneous Mixture- 4. Compound- 5. Element- 6. Solution- Part 2: Distinguishing Pure Substances vs. Mixtures: Directions: Identify what best describes each of the listed substances: (A) Homogeneous Mixture(B) Heterogeneous Mixture (C) Pure Substance

	7. Iron Fillings 8. Oil and Water 9 Baking Soda (NaHCO3) 10. Apple Juice 11. Granite 12. Salt Water **Pure Substance vs. Mixtures Answer Key** **Part 1: Definitions:** ***Directions:*** *Write the correct definition of each vocabulary word below on the line.* **7. Pure Substance-** a substance with a fixed composition that is always considered homogeneous. **8. Homogeneous Mixture-** two or more substances that are not chemically combined and are evenly distributed. **9. Heterogeneous Mixture-** two or more physically combined substances that are not evenly distributed. **10. Compound-** pure substances that are made up of 2 or more elements and can be chemically broken down. **11. Element-** simplest form of a pure substance that cannot be physically or chemically broken down. **12. Solution-** a mixture that occurs when one substance dissolves into another. **Part 2: Distinguishing Pure Substances vs. Mixtures:** ***Directions:*** *Put an X in the box that best describes the substances below.* **Substance Name** / **Homogeneous Mixture** / **Heterogeneous Mixture** / **Pure Substance** **7.** Iron Fillings — — — X **8.** Oil and Water — — X — **9** Baking Soda ($NaHCO_3$) — — — X **10.** Apple Juice — X — — **11.** Granite — — X — **12.** Salt Water — X — —
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option re-answer missed problems. Students can also access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program or via other approved resources such as Acellus, YouTube, Prenda, or other useful online sites. Students may also ask a peer for support, conference one-one-one with a coach or instructor or utilize manipulatives in the classroom to learn objectives. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of “Practiced” or “Mastered.” Additional support should be initiated by the student; however, instructors and coaches will also have access to data in each of the instructional programs and from

	live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student can (A) identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process and (B) demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction. TO ASSESS ACADEMIC VOCABULARY AND COMPREHENSION: The instructor will have the student verbally describe the meaning of Pure Substance, Homogeneous Mixture, Heterogeneous Mixture, Compound, Element, and Solution TO ASSESS LEARNING TARGETS: The instructor will ask the student to distinguish various Pure Substances and Mixtures. The instructor will then equip with additional resources relevant to where the learning broke down, or remodel the process for solving the problem before encouraging the student to try again independently.

Instructional Analysis Templates for 9-12 Grade Span

Instructional Analysis for Algebra I	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **A1.A-CED.A.2**	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	1. Students will be able to identify the solution for an equation. 2. Students will be able to construct a graphical representation of an equation 3. Students will be able to construct an equation to represent a context 4. Students will be able to construct an equation and identify a solution
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	Students must have an understanding of: • numbers, ratios, proportions, order of operations, equality, algebraic symbolism (including letter usage), algebraic equations, and functions • Graphing linear equations by hand and with technology (if available); • Simplifying expressions; • Writing equivalent expressions • Making tables of values from equations.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software, such as Khan Academy. Each learning target above has step by step video instructions and explanations that introduce how to: construct a graphical representation of an equation, construct an equation to represent a context, construct an equation to identify a solution, and how a system of equations and inequalities can support a student in solving real-life world problems. Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1). *Specific Instructional Strategies Addressing Identified Learning Targets* **1. Activating Prior Knowledge**

	SW complete an online warm-up activity: “Age word problems” to activate prior knowledge of numbers, ratios, proportions, order of operations, equality, algebraic symbolism (including letter usage), algebraic equations, functions, ability to graph linear equations, and ability to simplify expressions. **(Prior Skills & Knowledge)** **2. Modeling** Students will (SW) watch interactive videos of a Master Teacher modeling each of the 4 learning targets. SW watch “System of equations word problem: walk & ride” in which a Master Teacher models how to solve a problem about distances walking and riding a bus to school, “System of equations word problem: no solution” in which a Master Teacher models how to solve a problem about a toy factory, “System of equations word problem: infinite solutions” in which a Master Teacher models how to solve a problem about a vegetable farmer, “Linear Functions word problem: fuel” in which a Master Teacher is given a verbal description of a real-world relationship involving a truck's fuel consumption, and is asked to draw the graph that represents this relationship, “Linear Functions word problem: iceberg” in which a Master Teacher is given a verbal description of a real-world relationship involving a melting iceberg, and is asked to find the formula of the function that represents this relationship, and “Linear functions word problem: paint” in which a Master Teacher is given a verbal description of a real-world relationship involving a person painting his room, and is asked to find the formula of the function that represents this relationship. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4)** **3. Guided Instruction** SW use an interactive module such as Khan Academy to practice demonstrating the ability to identify the solution for an equation, construct a graphical representation of an equation, construct an equation to represent a context, and construct an equation and identify a solution. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4)** **4. Independent Practice** SW complete multiple practice problems independently after instruction. Practice problems will ask students to identify the solution for an equation, construct a graphical representation of an equation, construct an equation to represent a context, and construct an equation and identify a solution. SW practice: “Systems of equations word problems,” “Systems of equations word problems capstone,” and “Writing linear functions word problems.” **(Targets 1,2,3,4)** ***5.*** **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and instructors can monitor a student’s progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they’ve demonstrated adequate understanding of each skill. **(Targets 1,2,3,4)**

	6. **Summative Assessment** To demonstrate mastery, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4)**

4. Instruction
Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.
	For core skill development, students progress through a lesson independently and at their own pace via instructional software. Students will watch videos that visually show sample problems and provide a step by step process for solving. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to attempt similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while practicing. If a student opts to receive a hint, they are notified that that practice problem will not count toward mastery.
	
	As students progress through their instructional videos, they will practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software).
	
	A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Further, students will apply the learning targets at a later time with purpose in a project that demands the skill.
	
	The following video tasks and practice activities show the instructional process students will complete to meet the required learning targets:
	
	• SW practice: "Age word problems" to assess prior knowledge of numbers, ratios, proportions, order of operations, equality, algebraic symbolism (including letter usage), algebraic equations, functions, ability to graph linear equations, and ability to simplify expressions. If deficiencies are identified, remediation will occur. **(Prior Knowledge)**
	
	• SW watch a 6:59 video: "System of equations word problem: walk & ride" in which a Master Teacher models how to solve a problem about distances walking and riding a bus to school. **(Target 1)**
	  ○ SW practice: "Systems of equations word problems"
	
	• SW watch a 5:02 video: "System of equations word problem: no solution" in which a Master Teacher models how to solve a problem about a toy factory. In this case, the problem has no viable solution, which means the information describes an impossible situation. **(Target 1,2)**
	
	• SW watch a 5:00 video: "System of equations word problem: infinite solutions" in which a Master Teacher models how to solve a problem about a vegetable farmer. In this case, the problem has infinite solutions, which means there's not enough information to find a single solution. **(Target 2)**
	  ○ SW practice: "Systems of equations word problems capstone"

- SW watch a 5:29 video: “Linear Functions word problem: fuel” in which a Master Teacher is given a verbal description of a real-world relationship involving a truck's fuel consumption, and is asked to draw the graph that represents this relationship. **(Target 2,3)**

- SW watch a 3:11 video: “Linear Functions word problem: pool” in which a Master Teacher is given a verbal description of a real-world relationship involving a pool being filled with water, and is asked to draw the graph that represents this relationship. **(Target 3)**
    - SW practice: “Writing linear functions word problems”

- SW watch a 6:34 video: “Linear Functions word problem: iceberg” in which a Master Teacher is given a verbal description of a real-world relationship involving a melting iceberg, and is asked to find the formula of the function that represents this relationship. **(Target 3,4)**

- SW watch an 8:23 video: “Linear functions word problem: paint” in which a Master Teacher gives a verbal description of a real-world relationship involving a person painting his room, and is asked to find the formula of the function that represents this relationship. **(Target 4)**
    - SW practice: “Writing linear functions word problems”

Components of Program of Instruction

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies, specifically objective driven instruction, high yield instructional strategy, and differentiation. This lesson’s ELOs, formative, and summative assessments are all backwards-aligned to clearly defined learning objectives derived from state standards. Interactive visual instruction with graphics, personalized video playback controls, and feedback and praise are high-yield instructional strategies as identified in the meta research of Robert Marzano (See A.3). Differentiation is also utilized to “differentiate the content, process, or product

	according to students' readiness, interest, and learning profile, considering multiple intelligences, leading to "optimal learning experience for [all] students."[1] *Components of Mission-Aligned Educational Philosophy* • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills.
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each learning target identified below. • Identify the solution for an equation **(Target 1)** • Construct a graphical representation of an equation **(Target 2)** • Construct an equation to represent a context **(Target 3)** • Construct an equation and identify a solution **(Target 4)** To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding of a learning target is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. To achieve "Mastery" of the required standard, a student will advance from "Needs Practice" to "Practiced" to "Mastered." Once a student has demonstrated the ability to correctly answer 5 or more questions in a row, he or she achieves the status of "Practiced." Then, the student is given 3 Mastery Challenges, in which he or she is asked questions in a jumbled context and

[1] Laczko-Kerr, I. (2012). Creating systems to support student learning. Retrieved from http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrid=EB58D789884A.

	spaced out over time (Mastery Challenges are typically spaced apart by at least 16 hours). By answering Mastery Challenge questions correctly, a student moves from Practiced to Level One, then Level Two, and finally Mastered. If a student misses two Mastery Challenge questions in a row for a skill, he or she is sent back to either "Practiced" or "Needs Practice." The courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. Additionally, three times a year, students will take the NWEA MAP assessment, or similar standards-based assessment, which will produce a snapshot of student proficiency on a variety of standards, including this.
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to “try again,” “get help,” or “skip for now.” “Try again” allows student to re-answer missed problems. “Getting help” allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program or via other approved resources such as Acellus, YouTube, or other useful online sites. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of “Practiced” or “Mastered.” Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student has functional knowledge of numbers, ratios, proportions, order of operations, equality, algebraic symbolism (including letter usage), algebraic equations, functions, ability to graph linear equations, and ability to simplify expressions. TO ASSESS LEARNING TARGETS: The instructor will ask the student to construct a graphical representation of an equation. The instructor will then equip with additional resources relevant to where the learning broke down or remodel the process for solving the problem before encouraging the student to try again independently.

Instructional Analysis for Grade 10 in Reading	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **9-10.RL.4**	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	Students will be able to: 1. identify and interpret types of figurative language (similes, metaphors, personification, and hyperbole) 2. use various strategies to determine the figurative and connotative meaning of selected academic vocabulary 3. cite textual evidence to support analysis of what words and phrases mean both explicitly and implicitly 4. analyze the impact of figurative language and word choice on a text's meaning and tone
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	• Students should have an understanding of the definitions of different types of figurative language including simile, metaphor, personification, and hyperbole. (Target 1) • Students should know how to utilize different strategies to determine the meaning of unfamiliar words in a text. (Target 2) • Students should understand cause and effect relationships. (Target 3) • Student should understand that structure impacts tone and can evoke emotion and tension (Target 4) • Students should understand the concept of tone and how authors can use tone in a text. Before beginning the lesson, teachers may wish to review the difference between tone and mood. (Target 4) To activate prior knowledge and introduce learning targets, SW read "I Know Why the Caged Bird Sings" by Maya Angelou and "Sick" by Shel Silverstein in their LMS. Instructor will have students identify elements of descriptive and figurative language (Simile, Metaphor, Alliteration, Personification, Onomatopoeia, Hyperbole) and discuss the impact the author's word choice has on meaning and tone. SW will record their thoughts in their online discussion forum. Alternatively, an Instructor may read the poems aloud and facilitate individual or classroom discussion or oversee discussion in small groups.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	*Process for presenting new information* Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: identify the central point of a text and supporting details (target 1), how to determine when a text has two or more main ideas (target 2), how to identify the main ideas the author is trying to make (target 3), how to identify key details from and explain how they support each of the identified main ideas (target 4), and how to provide a summary of the text using details and the main idea (target 5). Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension and ability. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery.

Overarching Instructional Strategies
This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities.

Overarching Role of the Teachers
Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1).

Specific Instructional Strategies Addressing Identified Learning Targets

- **Activating Prior Knowledge**

To activate prior knowledge and introduce learning targets, SW read "I Know Why the Caged Bird Sings" by Maya Angelou and "Sick" by Shel Silverstein in their LMS. Instructor will have students identify elements of descriptive and figurative language (Simile, Metaphor, Alliteration, Personification, Onomatopoeia, Hyperbole) and discuss the impact the author's word choice has on meaning and tone. SW will record their thoughts in their online discussion forum. Alternatively, an Instructor may read the poems aloud and facilitate individual or classroom discussion or oversee discussion in small groups. An instructor or coach will guide, monitor, and assist students as needed. **(Prior Skills & Knowledge, Target 1)**

- **Modeling**

Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets identified above.

SW watch "Figurative Language: Imagery" a 5:13 Acellus video in which a Master Teacher explores the impact of figurative language and compares it to the color and tools an author can use to paint mental images using descriptive language that appeals to a reader's senses. (Target 1).

SW watch "Figurative Language: Personification" a 5:06 Acellus video in which a Master Teacher explains personification, models various examples, and provides instruction on how to determine the underlying meaning and intent of the author's imagery. (Target 2,3)

SW watch "Figurative Language: Similes and Metaphors" a 6:54 Acellus video in which a Master Teacher explains how and when to use various forms of figurative language including similes and metaphors. MTW model various examples. (Target 2,3)

SW watch "Figurative Language: Analysis and Application" an 8:33 Acellus video in which a Master Teacher explains how to use textual evidence to support analysis of explicit and implicit meaning of a text. MTW analyze "Anabelle Lee" by Edgar Allen Poe to identify various forms of figurative

	language and literary devices to model connotative and figurative meaning. (Target 3,4) SW watch "Analyzing Impact: Tone, Mood, Meaning" a 3:03 Acellus video in which a Master Teacher explains how to use literary devices to determine the tone, mood, and meaning of text, words, and phrases. MTW model various examples. (Target 3,4) SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4)** • **Guided Instruction** SW use an interactive module such as Canvas Studio which overlays and embeds questions and activities into video to practice learning targets. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4)** • **Independent Practice** SW complete multiple practice problems independently after instruction. Practice problems will ask students age appropriate multiple choice, true/false, open ended, and/or matching questions to practice each of the identified learning targets. Following independent practice, students will be shown the correct answers to their practice questions. **(Targets 1,2,3,4)** • **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4)** • **Summative Assessment** To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students will progress through a lesson presented by a Master Teacher independently and at their own pace via instructional software. Support and oversight will be provided by an Instructor and Coach. Students will watch videos that introduce activities and tasks that students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to demonstrate understanding by completing similar activities and tasks as that which was modeled and to attempt answering similar questions and completing similar problems independently for practice while

receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3,4)**

As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4)**

A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project or task that demands the skill. **(Targets 1,2,3,4)**

The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4)**

- To activate prior knowledge and introduce learning targets, SW read "I Know Why the Caged Bird Sings" by Maya Angelou and "Sick" by Shel Silverstein in their LMS. Instructor will have students identify elements of descriptive and figurative language (Simile, Metaphor, Alliteration, Personification, Onomatopoeia, Hyperbole) and discuss the impact the author's word choice has on meaning and tone. SW will record their thoughts in their online discussion forum. Alternatively, an Instructor may read the poems aloud and facilitate individual or classroom discussion or oversee discussion in small groups. An instructor or coach will guide, monitor, and assist students as needed. **(Prior Knowledge, Learning Target 1)**

- Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4)**

    - SW watch "Figurative Language: Imagery" a 5:13 Acellus video in which a Master Teacher models the impact of figurative language and compares it to the color and tools an author uses to paint mental images in a reader's mind using descriptive language that appeals to a reader's senses. Following instruction and modeling, SW independently practice applying learning targets by completing practice questions embedded within their LMS. (Target 1).
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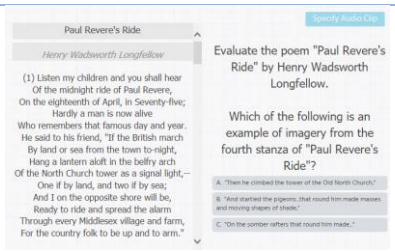
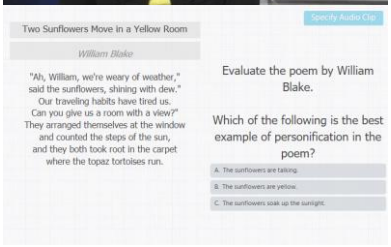
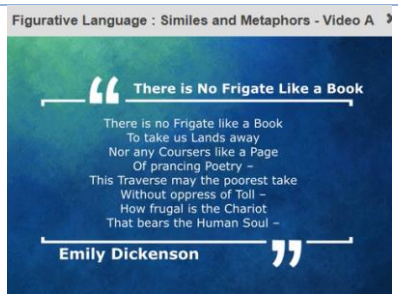


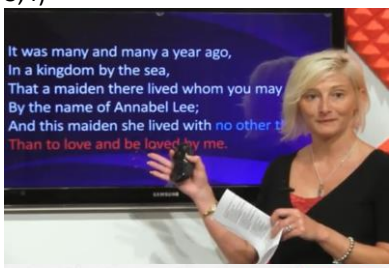
- SW watch “Figurative Language: Personification” a 5:06 Acellus video in which a Master Teacher explains personification, models various examples, and provides instruction on how to determine the underlying meaning and intent of the author’s imagery. Following instruction and modeling, SW independently practice applying learning targets by completing practice questions embedded within their LMS. (Target 2,3)

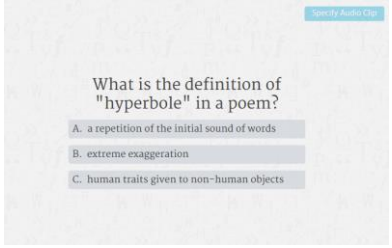


- SW watch “Figurative Language: Similes and Metaphors” a 6:54 Acellus video in which a Master Teacher explains how and when to use various forms of figurative language including similes and metaphors. MTW model various examples. Following instruction and modeling, SW independently practice applying learning targets by completing practice questions embedded within their LMS. (Target 2,3)

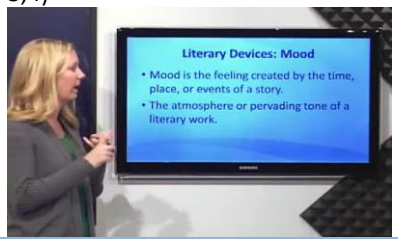


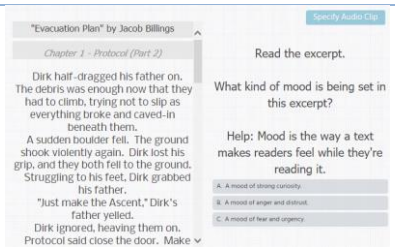
- SW watch "Figurative Language: Analysis and Application" an 8:33 Acellus video in which a Master Teacher explains how to use textual evidence to support analysis of explicit and implicit meaning of a text. MTW analyze "Anabelle Lee" by Edgar Allen Poe to identify various forms of figurative language and literary devices to model connotative and figurative meaning. Following instruction and modeling, SW independently practice applying learning targets by completing practice questions embedded within their LMS. (Target 3,4)





- SW watch "Analyzing Impact: Tone, Mood, Meaning" a 3:03 Acellus video in which a Master Teacher explains how to use literary devices to determine the tone, mood, and meaning of text, words, and phrases. MTW model various examples. Following instruction and modeling, SW independently practice applying learning targets by completing practice questions embedded within their LMS. (Target 3,4)





- Instructor or facilitator will oversee instruction and intervene and use guiding and follow-up questions to help students internalize learning targets as necessary: **(Target 1,2,3,4)**

Components of Program of Instruction Tied to Learning Targets

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This **10th Grade Reading** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies.

Components of Mission-Aligned Educational Philosophy

- Helping students achieve academic excellence
- Providing a technology-rich learning environment
- Providing a career-focused learning environment
- Providing a safe learning environment
- Providing caring and knowledgeable educators
- Helping students develop life skills

This **10th Grade Reading** instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills

5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete a formative assessment measuring understanding for each learning target. SW demonstrate understanding of figurative language by completing formative questions embedded within their LMS addressing similes, metaphors, personification, and hyperbole (Target 1); strategies used to determine meaning and vocabulary (Target 2); textual evidence supporting analysis of what words and phrases mean (Target 3); and analysis of the impact of figurative language and word choice on meaning and tone (Target 4). To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).

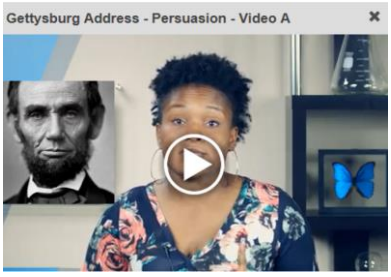
6. Summative Assessment
Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.
	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions and demonstrate similar abilities at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW:
	
	• Complete a summative assessment on "Determining the Meaning of Words and Phrases Used in Text" embedded within their LMS **(Targets 1,2,3,4).** Questions will assess students understanding and ability to:
	  • Identify and interpret types of figurative language (Target 1)
	  • Use strategies to determine the figurative and connotative meaning of words and phrases (Target 2)
	  • Cite text evidence to support analysis of what words and phrases mean (Target 3)
	  • Analyze the impact of figurative language and word choice on a text's meaning and tone (Target 4)
	
	Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. **(Targets 1,2,3,4,5)**

7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program or via other approved resources such as Acellus, YouTube, Khan, Canvas Studio, or other useful online sites. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered." Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student: understands definitions of different types of figurative language including simile, metaphor, personification, and hyperbole (Target 1); knows how to utilize different strategies to determine the meaning of unfamiliar words in a text (Target 2); understands cause and effect relationships (Target 3); understands that structure impacts tone and can evoke emotion and tension (Target 4); understands the concept of tone and how authors can use tone in a text. Before beginning the lesson, teachers may wish to review the difference between tone and mood (Target 4). TO ASSESS LEARNING TARGETS: The instructor will ask the student various questions to assess ability to identify and interpret types of figurative language (similes, metaphors, personification, and hyperbole) (target 1); to use various strategies to determine the figurative and connotative meaning of selected academic vocabulary (target 2); to cite textual evidence to support analysis of what words and phrases mean both explicitly and implicitly (target 3); to analyze the impact of figurative language and word choice on a text's meaning and tone (target 4). ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits include adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

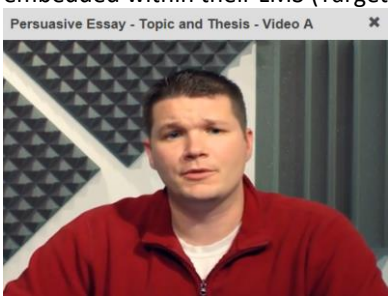
Instructional Analysis for Grade 11 in Writing	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **11-12.W.1**	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	11-12.W.1b 1. SW be able to construct fair and thorough claim(s) citing strengths, weaknesses, limitations, and the most relevant evidence 2. SW be able to construct fair and thorough counterclaim(s) citing strengths, weaknesses, limitations, and the most relevant evidence 3. SW be able to anticipate and account for audience knowledge level, concerns, values, and potential biases when arguing a claim 11-12.W.1c 4. SW know how to use appropriate words, phrases, clauses, and varied syntax to present and support effective claim(s) 5. SW be able to sustain well-organized claim(s) and counterclaim(s) using clear, cohesive, and relevant evidence, reason, and support
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	• SW be able to introduce knowledgeable claims and create an organizational structure that logically sequences claim(s) (Target 1) • SW know that counterclaims are positions that challenge precise or primary claim(s) (Target 2) • SW be able to purposefully and effectively employ well-organized sentence structure and word choice to enhance an argument or progression of ideas (Target 3) • SW be able to recognize organizational patterns in writing (Target 4) • SW know how to use facts, evidence, and reason to support a position (Target 5) • SW know relevant vocabulary: argument text, claims, analysis, topic, valid, reasoning, relevant, evidence, precise, significant, opposing claim, sequence, counterclaim, rhetorical evidence, personal anecdote, analogy, formal style, objective tone, logically sequenced. (Target 1,2,3,4,5) To activate prior knowledge and present learning targets, SW watch "Gettysburg Address" a 3:24 Acellus video in which a Master Teacher presents facts and opinions about President Lincoln's famous address. Student's will discuss whether the argument was supported by valid reasoning and relevant and sufficient evidence. Students will share their thoughts in their LMS discussion forum. Alternatively, the Instructor will facilitate individual, small group, or classroom discussion.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies	*Process for presenting new information* Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: identify the central point of a text and supporting details (target 1), how to

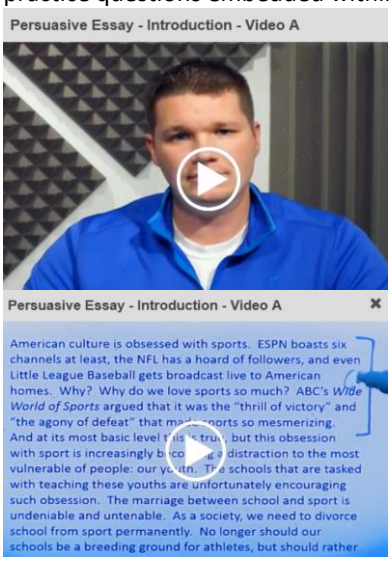
used to lead students to meet each of the learning targets identified.	determine when a text has two or more main ideas (target 2), how to identify the main ideas the author is trying to make (target 3), how to identify key details from and explain how they support each of the identified main ideas (target 4), and how to provide a summary of the text using details and the main idea (target 5). Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension and ability. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1). *Specific Instructional Strategies Addressing Identified Learning Targets* **1. Activating Prior Knowledge** To activate prior knowledge and present learning targets, SW watch "Gettysburg Address" a 3:24 Acellus video embedded in their LMS in which a Master Teacher presents facts and opinions about President Lincoln's famous address. Student's will discuss whether the argument was supported by valid reasoning and relevant and sufficient evidence. Students will share their thoughts in their LMS discussion forum. Alternatively, the Instructor will facilitate individual, small group, or classroom discussion. An instructor or coach will guide, monitor, and assist students as needed. **(Prior Skills & Knowledge)** **2. Modeling** Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets identified above. • SW watch "Persuasive Essay: Topic and Thesis" a 5:08 Acellus video in which a Master Teacher explains the fundamentals of constructing a thorough argument to defend a claim. (Target 1,2) • SW watch "Persuasive Essay: Introduction" a 4:32 Acellus video in which a Master Teacher models how to create a well-organized introduction using appropriate words, phrases, and syntax. (Target 2,3,4) • SW watch "Persuasive Essay: Body, Paragraphs, Structure, Presentation" a 16:41 Acellus video in which a Master Teacher explains how to use appropriate syntax and structure to present and support an effective

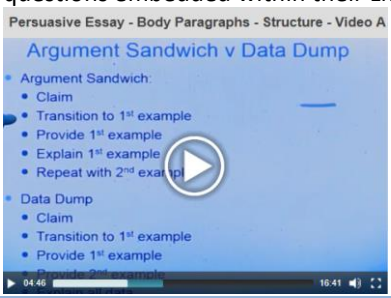
	claim. He models how to sustain a well-organized claim and counterclaim. He models how to be thorough and fair and how to anticipate and account for audience biases and presuppositions when arguing a claim. (Target 1,2,3,4,5) • SW watch "Persuasive Essay: Addressing the Counter" a 8:34 Acellus video in which a Master Teacher explains how to construct a fair and thorough counterclaim, citing strengths, weaknesses, limitations, and relevant evidence. (Target 2,3,4,5) SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)** **3. Guided Instruction** SW use an interactive module such as Canvas Studio which overlays and embeds questions and activities into video to practice learning targets. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5)** **4. Independent Practice** SW complete multiple practice problems independently after instruction. Practice problems will ask students age appropriate multiple choice, true/false, open ended, and/or matching questions to practice each of the identified learning targets. Following independent practice, students will be shown the correct answers to their practice questions. **(Targets 1,2,3,4,5)** ***5.*** **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4,5)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational	For core skill development, students will progress through a lesson presented by a Master Teacher independently and at their own pace via instructional software. Support and oversight will be provided by an Instructor and Coach. Students will watch videos that introduce activities and tasks that students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present

philosophy that are incorporated into Instruction.	steps. After direct instruction, students have opportunity to demonstrate understanding by completing similar activities and tasks as that which was modeled and to attempt answering similar questions and completing similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3,4,5)** As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5)** A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project or task that demands the skill. **(Targets 1,2,3,4,5)** The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)** • To activate prior knowledge and present learning targets, SW watch "Gettysburg Address" a 3:24 Acellus video in which a Master Teacher presents facts and opinions about President Lincoln's famous address. Student's will discuss whether the argument was supported by valid reasoning and relevant and sufficient evidence. Students will share their thoughts in their LMS discussion forum. Alternatively, the Instructor will facilitate individual, small group, or classroom discussion. An instructor or coach will guide, monitor, and assist students as needed. **(Prior Knowledge, Learning Target 1)** ○  • Students will (SW) watch interactive videos of a Master Teacher modeling each of the learning targets. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)** ○ SW watch "Persuasive Essay: Topic and Thesis" a 5:08 Acellus video in which a Master Teacher explains the fundamentals of constructing a thorough argument to defend a claim. Following modeling and guided instruction, SW independently practice applying learning targets by completing practice questions

embedded within their LMS (Target 1,2)

- 

- SW watch "Persuasive Essay: Introduction" a 4:32 Acellus video in which a Master Teacher models how to create a well-organized introduction using appropriate words, phrases, and syntax. Following modeling and guided instruction, SW independently practice applying learning targets by completing practice questions embedded within their LMS (Target 2,3,4)
- 

- SW watch "Persuasive Essay: Body, Paragraphs, Structure, Presentation" a 16:41 Acellus video in which a Master Teacher explains how to use appropriate syntax and structure to present and support an effective claim. He models how to sustain a well-organized claim and counterclaim. He models how to be thorough and fair and how to anticipate and account for audience biases and presuppositions when arguing a claim. Following modeling and guided instruction, SW independently practice applying learning targets by completing practice questions embedded within their LMS (Target 1,2,3,4,5)
- 

- SW watch “Persuasive Essay: Addressing the Counter” an 8:34 Acellus video in which a Master Teacher explains how to construct a fair and thorough counterclaim, citing strengths, weaknesses, limitations, and relevant evidence. Following modeling and guided instruction, SW independently practice applying learning targets by completing practice questions embedded within their LMS (Target 2,3,4,5).
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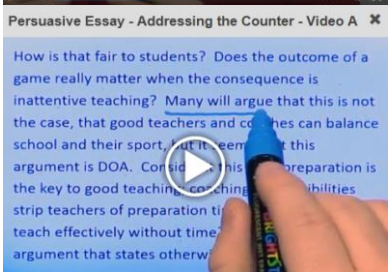
- 

- Instructor or facilitator will use guiding and follow-up questions and intervene as necessary to help students internalize learning targets: **(Target 1,2,3,4,5)**

Components of Program of Instruction Tied to Learning Targets

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This **11th Grade Writing** plan incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies.

	Components of Mission-Aligned Educational Philosophy • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This **11th Grade Writing** plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each learning target. • SW demonstrate understanding of learning targets by completing formative questions related to each learning target. Questions will assess student's ability to know how to construct fair and thorough claim(s) and counterclaim(s) citing strengths, weaknesses, limitations, and relevant evidence (Target 1,2); how to anticipate and account for audience knowledge level, concerns, values, and potential biases when arguing a claim (Target 3); how to use appropriate grade-level words, phrases, clauses, and varied syntax to present and support claim(s) (Target 4); how to make claim(s) and counterclaim(s) using clear, cohesive, and relevant evidence, reason, and support (Target 5) **(Targets 1,2,3,4,5)** To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions and demonstrate similar abilities at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW: • Complete a summative assessment on "Arguments, Claims and Counterclaims" embedded within their LMS **(Targets 1,2,3,4,5). Questions will assess students understanding and ability to:**

	• Construct fair and thorough claim(s) and counterclaim(s) citing strengths, weaknesses, limitations, and relevant evidence (Target 1,2) • Anticipate and account for audience knowledge level, concerns, values, and potential biases when arguing a claim (Target 3) • Use appropriate words, phrases, clauses, and varied syntax to present and support claim(s) (Target 4) • Make claim(s) and counterclaim(s) using clear, cohesive, and relevant evidence, reason, and support (Target 5) Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. **(Targets 1,2,3,4,5)**
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now." Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program. Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch. After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered." Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard. If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student understands: how to introduce knowledgeable claims and create an organizational structure that logically sequences claim(s) (Target 1); that counterclaims are positions that challenge precise or primary claim(s) (Target 2); how to purposefully and effectively employ well-organized sentence structure and word choice to enhance an argument or progression of ideas (Target 3); how to recognize organizational

	patterns in writing (Target 4); how to use facts, evidence, and reason to support a position (Target 5); relevant vocabulary (i.e. argument text, claims, analysis, topic, valid, reasoning, relevant, evidence, precise, significant, opposing claim, sequence, counterclaim, rhetorical evidence, personal anecdote, analogy, formal style, objective tone, logically sequenced). (Target 1,2,3,4,5) TO ASSESS LEARNING TARGETS: The instructor will ask the student various questions to show that they know how to: construct fair and thorough claim(s) and counterclaim(s) citing strengths, weaknesses, limitations, and relevant evidence (Target 1,2); anticipate and account for audience knowledge level, concerns, values, and potential biases when arguing a claim (Target 3); use appropriate words, phrases, clauses, and varied syntax to present and support effective claim(s) (Target 4); make claim(s) and counterclaim(s) using clear, cohesive, and relevant evidence, reason, and support (Target 5). ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits include adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

Instructional Analysis for High School Science	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **Essential HS.P1.U1.1**	Develop and use models to explain the relationship of the structure of atoms to patterns and properties observed in the Periodic Table and describe how these models are revised with new evidence.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	Students will be able to: 1. explain that atoms are the smallest particles of matter and are made up of protons, neutrons, and electrons. 2. differentiate between protons, neutrons, and electrons in terms of their mass, electrical charges, and locations within the atom. 3. develop a model of an atom and be able to explain the patterns and properties within the Periodic Table 4. use a model to explain the differences in the size of the atoms (atomic mass and atomic number) and see other patterns and properties across the periods and groups within the Periodic Table. 5. compare and contrast various atomic models (I.e., Billiard Ball Model, Plum Pudding Model, Planetary Model, Bohr Model, and Electron Cloud Model) and describe how models are revised with new evidence
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	Prior Knowledge: What prior knowledge should students have for this lesson? • SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organism from atoms to molecules and cell to tissues to organs to organ systems to organisms. • SC.912.P.8.3: Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each of the 5 learning target listed above has step by step video instructions and explanations that introduce how: atoms are the smallest particles of matter; how to differentiate between protons, neutrons, and electrons; how to develop a model of an atom; how to use a model to explain the relationship of the structure of atoms to patterns and properties observed in the periodic table; how to compare and contrasts various atomic models; and explain how models are revised with new evidence. Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, activities/tasks,

assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1).

Specific Instructional Strategies Addressing Identified Learning Targets

1. **Activating Prior Knowledge**

Instructor will facilitate a Socratic discussion asking students what they already know about the atom, what they want to learn, and why they think understanding atomic structure is important. Students will (SW) reply in their online discussion forum (or in person). SW then view "Intro to the Atom: Elements and Atoms" a 13:08 Khan Academy video embedded within their LMS to activate prior knowledge of hierarchical organizations of structure ranging from atoms and molecules to cells and organisms. Video will reintroduce and further advance the scientific theory of atoms (atomic theory) by describing changes in the atomic model over time and why those changes were necessary. **(Prior Skills & Knowledge, Targets 1,5)**

2. **Modeling**

Students will (SW) watch interactive videos of a Master Teacher modeling each of the 5 learning targets identified above. SW view "Atomic Number, Mass Number, and Isotopes" a 9:43 video in which a master teacher explains that atoms are made of protons, neutrons, and electrons and their respective masses, charges and locations within the atom (Targets 1,2). SW view "Atomic Weight and Atomic Mass" an 8:53 video in which a master teacher demonstrates how a model can be used to explain the patterns and properties within the periodic table and the atomic mass and the differences in the size of atoms (atomic mass and atomic number) (Targets 3,4). SW watch "Electronic Structure of Atoms: History of Atomic Chemistry" an 8:46 video in which a master teacher uses various models (including plum pudding, planetary, the Bohr model, and the electron cloud model) to explain atomic structure and electrical charges (Targets 3,4,5). SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**

3. **Guided Instruction**

SW use an interactive module in Canvas Studio to practice demonstrating the ability to develop a model of an atom (Targets 1,2,3) which can be used to explain the patterns and properties across the periods and groups within the periodic table (Target 4). Instructor will ask probing discussion questions asking students to compare and contrast various atomic models and describe how revisions are necessary and made with new evidence (Target 5). Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5)**

4. **Independent Practice**

SW complete multiple practice problems independently after instruction. Practice problems will ask students multiple choice, true/false, open ended, and/or matching questions to practice each of the learning targets identified above. Following independent practice, students will be provided an answer key to review answers to practice questions. **(Targets 1,2,3,4,5)**

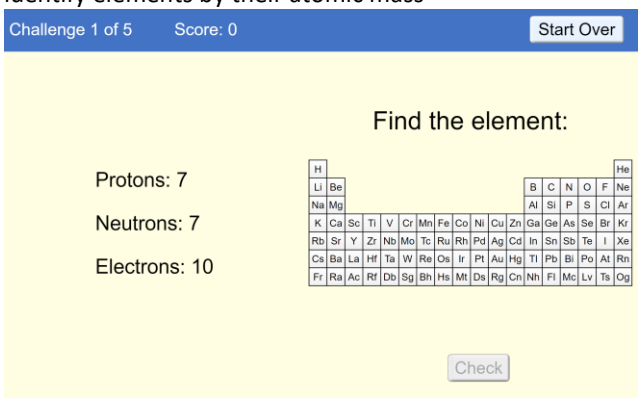
	5. **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the 5 learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4,5)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. Student will develop and use a model to explain the relationship of the structure of atoms to patterns and properties observed in the periodic table. **(Targets 1,2,3,4,5)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students progress through a 1-day lesson independently and at their own pace via instructional software. Students will watch videos that introduce activities and tasks students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to demonstrate understanding by completing similar activities and tasks as that which was modeled and to attempt answering similar questions and completing similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3,4,5,6)** As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5,6)** A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project that demands the skill. **(Targets 1,2,3,4,5,6)** The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. s: **(Targets 1,2,3,4,5,6)** • Instructor will begin lesson with a series of questions designed to facilitate discussion and spark interest in atoms, the periodic table, and atomic models. Questions will be posted in LMS where students may respond to facilitator's original post (OP) and view responses of peers and engage in dialogue through an online discussion thread. Instructor may also facilitate live, in-person discussion or a virtual discussion through Microsoft Teams, Skype, Google Hangouts, Big Blue Button, or similar collaborative software. **(Prior Knowledge,**

Learning Target 1)

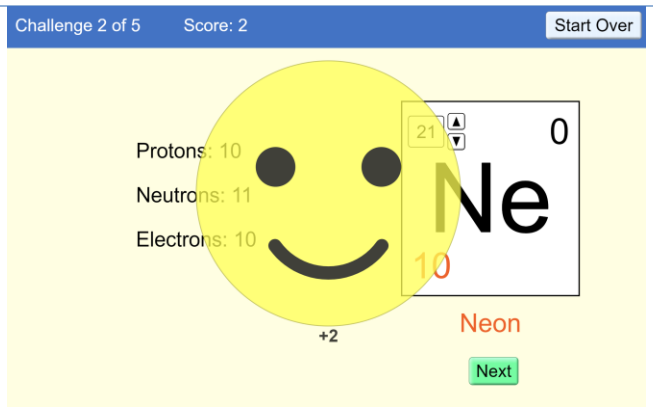
- Explain your understanding of the particles in an atom.
- What do you want to know about the particles in an atom?
- What value can be derived from better understanding the atomic structure? How would this knowledge benefit you personally?

- SW view "Intro to the Atom: Elements and Atoms" a 13:08 Khan Academy video embedded within their LMS to activate prior knowledge of hierarchical organizations of structure ranging from atoms and molecules to cells and organisms. Video will reintroduce and further advance the scientific theory of atoms (atomic theory) by describing changes in the atomic model over time and why those changes were necessary. **(Prior Knowledge, Targets 1,5)**

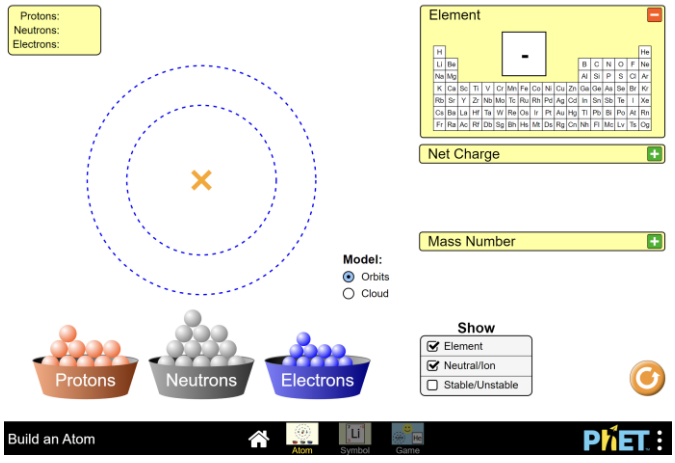
- Students will (SW) watch interactive videos of a Master Teacher modeling each of the 5 learning targets identified above. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**
  - SW view "Atomic Number, Mass Number, and Isotopes" a 9:43 video in which a master teacher explains that atoms are made of protons, neutrons, and electrons and discusses their respective masses, charges and locations within the atom **(Targets 1,2).**
    - Student will independently practice applying learning targets by completing practice questions embedded within their LMS and completing an online challenge game asking students to identify elements by their atomic mass



  - SW view "Atomic Weight and Atomic Mass" an 8:53 video in which a master teacher demonstrates how a model can be used to explain the patterns and properties within the periodic table and how models can showcase the atomic mass and the different sizes of atoms (atomic mass and atomic number) **(Targets 3,4).**
    - Student will independently practice applying learning targets by completing practice questions embedded within their LMS and completing an online challenge game showing how models can illustrate patterns and properties within the periodic table and identify different sizes of atoms.



- SW view "Electronic Structure of Atoms: History of Atomic Chemistry" an 8:46 video in which a master teacher uses various models (including plum pudding, planetary, the Bohr model, and the electron cloud model) to explain atomic structure and electrical charges **(Targets 3,4,5).**
  - Student will independently practice applying learning targets by (A) completing practice questions in which they recall various models to explain atomic structure and electrical charges, (B) developing their own atomic model of an atom, and (C) using their model to explain the differences in the size of atoms (atomic mass and atomic number) and to explain other patterns and properties across the periods and groups within the Periodic Table
  - Construction of an Atomic Model - The student will build atomic models using Phet™ Interactive Simulations. Each student will create a minimum of 3 atomic models using protons, neutrons, and electrons. Students will screenshot images of their 3 models and paste them into a Word, PowerPoint, or Google document. Referencing their models, students will explain the differences in the size of atoms and explain patterns and properties across the periods and groups within the Periodic Table.



The instructor will consistently refer to the learning targets throughout the lesson so students can connect activities they are completing with desired learning goals.

	Components of Program of Instruction Tied to Learning Targets • Hybrid Learning • Flipped Learning • Personalized Learning • Response to Intervention (RTI) Model • Standards Aligned Assessment • Research-Based Instructional Best Practices This **High School Science** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies. *Components of Mission-Aligned Educational Philosophy* • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This **High School Science** instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills.
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete LMS embedded formative assessments for each learning target identified below. 1. explain that atoms are the smallest particles of matter and are made up of protons, neutrons, and electrons. 2. differentiate between protons, neutrons, and electrons in terms of their mass, electrical charges, and locations within the atom. 3. develop a model of an atom and be able to explain the patterns and properties within the Periodic Table 4. use a model to explain the differences in the size of the atoms (atomic mass and atomic number) and see other patterns and properties across the periods and groups within the Periodic Table.

	5. compare and contrast various atomic models (I.e., Billiard Ball Model, Plum Pudding Model, Planetary Model, Bohr Model, and Electron Cloud Model) and describe how models are revised with new evidence To determine whether students have met each required learning target, SW answer 5 or more practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding of a learning target is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7 or 10/10). **(Targets 1,2,3,4,5)** To demonstrate ability to develop a model of an atom, SW build an atomic model using Phet™ Interactive Simulations. SW create 3 atomic models using protons, neutrons, and electrons. Once complete, the simulation will notify student if models were properly constructed. To demonstrate adequate understanding of learning target, student will correctly construct 3 models and then reference the models to explain the differences in the size of atoms and the patterns and properties across the periods and groups within the Periodic Table. In the formative assessment stage, student will submit their written explanation in the LMS discussion forum where peers, instructors, and coaches can review and provide feedback. **(Targets 3,4)**
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets and demonstrate the ability to develop and use a model to describe an atom including relevant features. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW: 7. Complete a summative assessment on "Atoms, Atomic Models, and the Periodic Table" embedded within their LMS **(Targets 1,2,3,4,5)** 8. Demonstrate ability to develop and use a model to explain the patterns and properties within the Periodic Table, the components of an atom including differences in size and atomic weight, and the ability to compare and contrast different models and describe how models are revised with new evidence **(Targets 3,4,5)** Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five or more questions correctly. **(Targets 1,2,3,4,5)** Additionally, students must demonstrate the ability to develop and use a model to explain the patterns and properties within the Periodic Table and describe the components of an atom including differences in size and atomic weight. This is done by

creating 3 atomic models using the Phet™ Interactive Simulations lab embedded in the LMS and practiced during instruction. Students will capture screen shot images of their completed models and paste them into a PowerPoint or Word document (or similar presentation or word processing document). Student will submit images of their models along with a written description (or an audio/video recording) explaining how the model addresses the patterns and properties within the Periodic Table and the components of an atom including differences in size and atomic weight. Mastery will be determined by a score of 4 out of 4 on a 4-point rubric (see below). **(Target 3,4,5)**

4	I can construct a model of an atom that includes its particles, their electrical charges, and their location within the atom.
3	I can explain that atoms are the smallest particles of matter and are made up of protons, neutrons, and electrons, which can be differentiated by their mass, electrical charges, and locations within the atom.
2	I can describe the relationship between a proton, neutron, and electron. I can describe the effects their charges and location have on the structure of the atom.
1	With help, I am able to have partial success with 2.0 content.
0	Even with help, students have no success with content

7. Remediation
Describe the processes available to provide support to students that do not meet the learning targets.

Students who do not meet the standard are given an option to "try again," "get help," or "skip for now."

Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program or via other approved resources such as Acellus, YouTube, Khan, Canvas Studio, or other useful online sites.

Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch.

After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered."

Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard.

If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process:

TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student understands the following vocabulary: proton, neutron, electron, charge, orbit, element, ion, bond **(Target 1,2,3,4,5),** can identify patterns in the hierarchical organization of organism from atoms to molecules and cell to tissues to organs to organ systems to organisms **(Target 4,5,6),** is familiar with atomic theory, and knows how to follow a written lab protocol, scientific process, or procedure **(Target 3,4,5).**

TO ASSESS LEARNING TARGETS: The instructor will ask the student to describe atoms, particularly in regards to them being the smallest particles of matter made up of protons, neutrons, and electrons (Target 1); to differentiate between protons, neutrons, and electrons in terms of their mass, electrical charges, and locations within the atom

	(Target 2); to develop a model of an atom (Target 3); be able to explain the patterns and properties within the Periodic Table relating to the model (Target 3); use a model to explain the differences in the size of the atoms (atomic mass and atomic number) and see other patterns and properties across the periods and groups within the Periodic Table (Target 4); and to compare and contrast various atomic models (I.e., Billiard Ball Model, Plum Pudding Model, Planetary Model, Bohr Model, and Electron Cloud Model) and describe how models are revised with new evidence. ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits include adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

Instructional Analysis Templates for K-2 Grade Span

Instructional Analysis for Kindergarten Math	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that responses meet the listed criteria in the left-hand column and align with the new charter application package.	
Required Standard: **K.CC.C.6**	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.).
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	Objective: Compare numbers, identify greater than, less than, and equal to Students will be able to: 1. Target 1 - Compare numbers of objects within groups 2. Target 2 - Comparatively identify *greater than* 3. Target 3 - Comparatively identify *less than* 4. Target 4 - Comparatively identify *equal to*
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	Prior to lesson, students will be able to: • Count to 10 • Match objects • Identify different objects within a group • Know comparative definitions such as More, Less, Greater, Fewer To introduce this lesson, students will review counting to 10 and review comparative words such as more, fewer, greater than, less than.
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	*Process for presenting new information* Students will learn to identify greater than, less than, and equal to by comparing objects in one group to objects in another group. The sum of objects in each group shall be less than 10. Instruction will be delivered via step by step videos in a self-paced lesson provided by a Master Teacher through instructional software, such as Khan Academy. Each learning target above has step by step video instructions and explanations that introduce greater than, less than, or equal to by visually seeing and comparing a number of objects within groups. Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated how to identify greater than, less than, or equal to, students will complete a practice/formative assessment followed by a summative assessment to demonstrate mastery. --- *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities. *Overarching Role of the Teachers* Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery,

assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1).

Specific Instructional Strategies Addressing Identified Learning Targets

1. **Activating Prior Knowledge**

SW complete an online warm-up activity demonstrating ability to count to 10, match objects, identify different objects within a group, and define terms: more, less, greater, fewer. Instructor will verify successful completion of activity

2. **Modeling**

Students will (SW) watch an interactive video of a Master Teacher comparing numbers of objects. Master Teacher will (MTW) model how to comparatively identify *greater than*, *less than*, and *equal to.* SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4)**

3. **Guided Instruction**

SW use an interactive module such as Khan Academy, Acellus, or Canvas to practice demonstrating the ability to compare different numbers of objects within groups and identify *more/greater than*, *less than*, and *equal to*. Instant, automated feedback will be provided after every question to provide students guidance and support. Instructors and coaches will monitor student progress in person or via an admin portal and intervene to provide additional guidance as necessary. Alternatively, students may break into small groups overseen by an instructor or coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4)**

4. **Independent Practice**

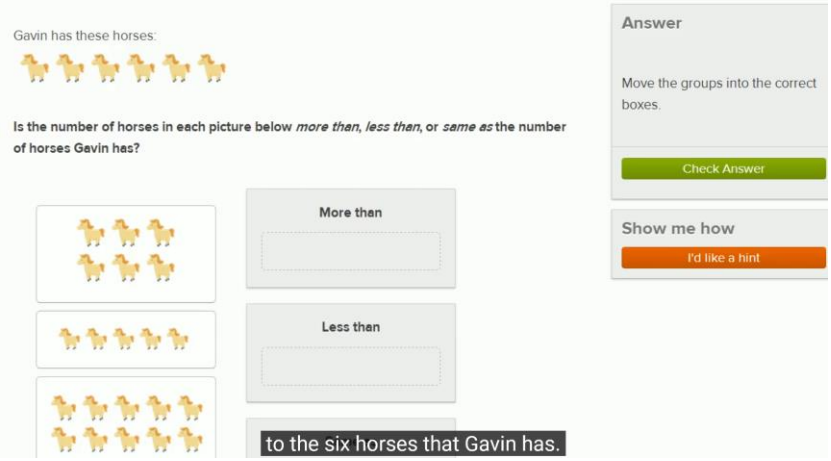
SW complete multiple practice problems independently after instruction. Practice problems will ask students to compare different numbers of objects within groups and to identify *more/greater than*, *less than*, and *equal to*. **(Targets 1,2,3,4)**

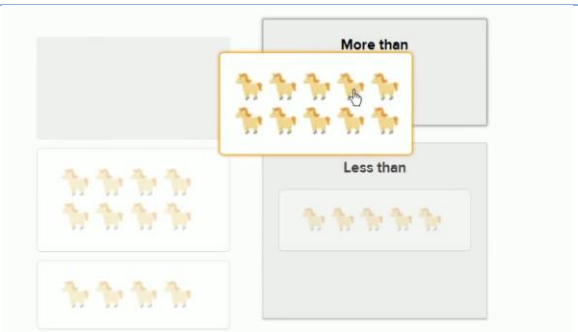
5. **Formative Assessment**

SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3,4)**

6. **Summative Assessment**

To demonstrate mastery, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more

	questions in a row that demonstrate mastery of the 4 defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. **(Targets 1,2,3,4)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development in math, students progress through a learning module independently and at their own pace via instructional software or with the help of hands-on manipulatives provided by the student's instructor or coach. A student or group of students may also work collaboratively with a peer if necessary. Students will watch a 2:03 video comparing numbers of objects. Students will see sample problems that include the steps described above by a teacher via video embed (e.g. Khan Academy) or live with a peer, coach, or instructor. In a video, students can start and stop as many times as they want and review past or present steps. They can also control playback speed to slow down or speed up instruction. After viewing examples, students then have an opportunity to attempt similar problems independently for practice with immediate feedback. If needed, a student can review the how-to video or choose to find objects such as counting squares or beads to help visualize the problem. Students will continue to practice with several (5+) problems aligned to the standard until they prove mastery by answering 5 out of 5 correct. If a student gets a question wrong, he or she will be prompted with additional support in the form of a "hint" a video or more sample problems with detailed modeling. Specifically, for this standard, a student viewing interactive video instruction will see modeling for identifying groups of objects that contain more than or less than or equal to a given sample set. For example, a student would be shown and told that "Gavin has these horses:" followed by an image of 6 horses. And then asked the following question "Is the number of horses in each picture below more than, less than, or same as the number of horses Gavin has? Student would then drag the image of horses into the appropriate box, and repeat this at least 5 times (see image below). 



Components of Program of Instruction

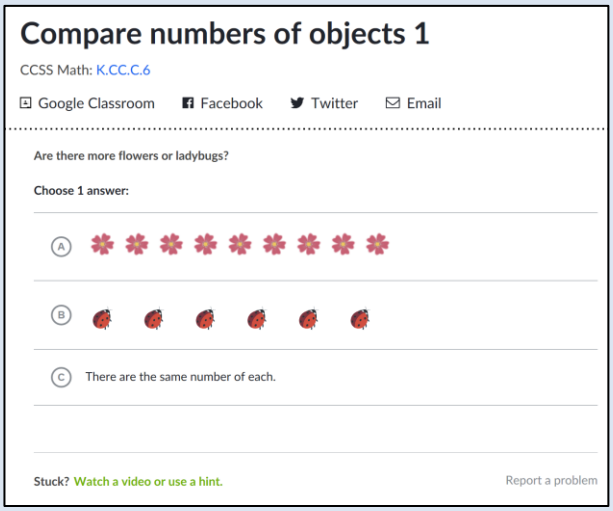
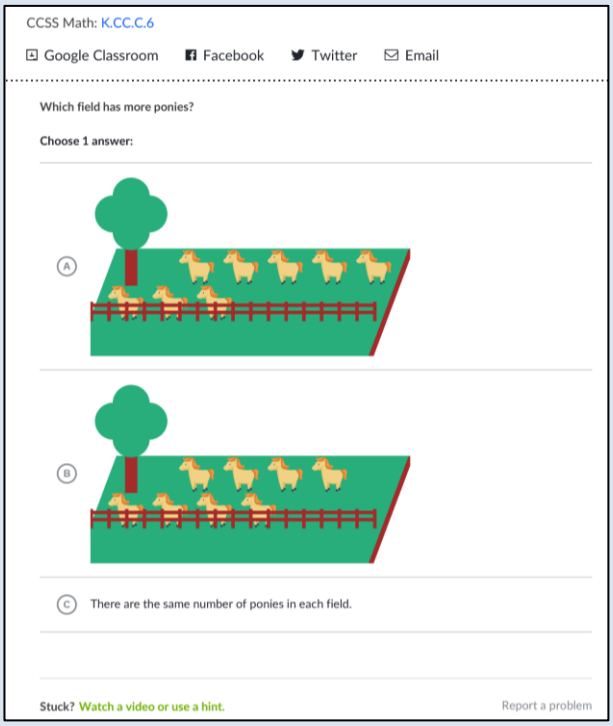
- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies.

Components of Mission-Aligned Educational Philosophy

- Helping students achieve academic excellence
- Providing a technology-rich learning environment
- Providing a career-focused learning environment
- Providing a safe learning environment
- Providing caring and knowledgeable educators
- Helping students develop life skills

This instructional plan aligns to FPA's educational philosophy by helping student achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills.

5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	For formative assessment, students answer 5 or more practice problems embedded in the instructional software covering the objectives identified above. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill, for example by achieving 100% on a 7-question formative assessment. See sample questions below.  

CCSS Math: K.CC.C.6

Google Classroom Facebook Twitter Email

Lena found

Jose found

Who found fewer ladybugs?
Choose 1 answer:

(A) Lena

(B) Jose

Stuck? Watch a video or use a hint. Report a problem

CCSS Math: K.CC.C.6

Google Classroom Facebook Twitter Email

Are there fewer pigs or horses?

Choose 1 answer:

(A)

(B)

(C) There are the same number of each.

Stuck? Watch a video or use a hint. Report a problem

CCSS Math: K.CC.C.6

Google Classroom Facebook Twitter Email

Which animal blew more bubbles?

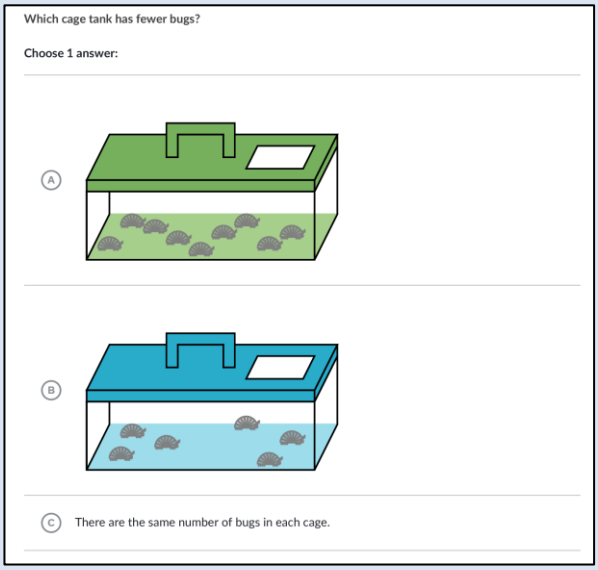
Choose 1 answer:

(A)

(B)

(C) They blew the same amount of bubbles.

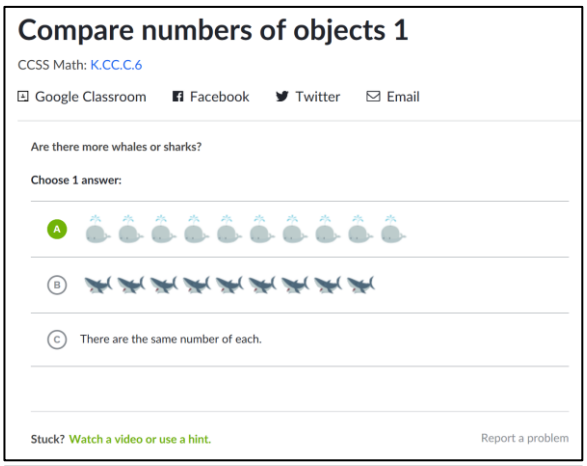
Stuck? Watch a video or use a hint. Report a problem

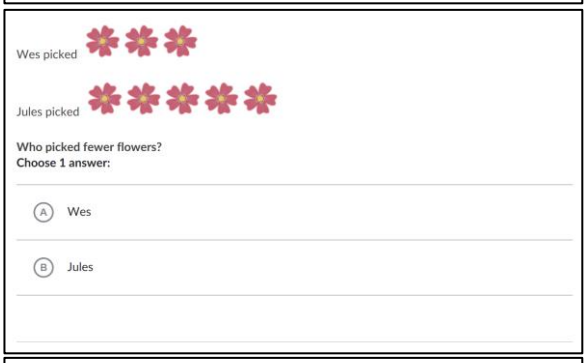
	  
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. So to achieve "Mastery" of this particular skill, a student will advance from "Needs Practice" to "Practiced" to "Mastered." Once a student has demonstrated the ability to correctly answer 5 or more questions in a row, he or she achieves the status of "Practiced." Then, the student is given 3 Mastery Challenges, in which he or she is asked questions in a jumbled context and spaced out over time (Mastery Challenges are typically spaced apart by at least 16 hours). By answering Mastery Challenge questions correctly, a student moves from Practiced to Level One, then Level Two, and finally Mastered. If a student misses two Mastery Challenge questions in a row for a skill, he or she is sent back to either "Practiced" or "Needs Practice." The courseware tracks the progress and makes it available to the student, coach, and instructor.

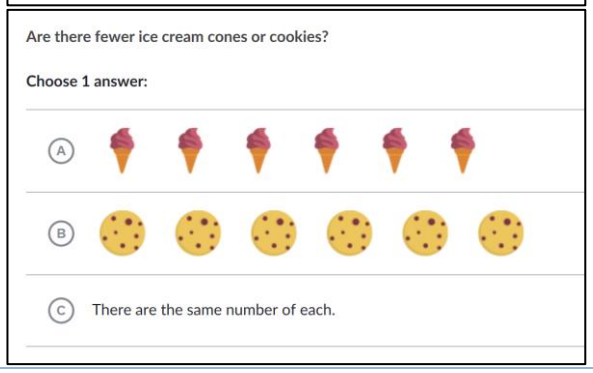
Alternatively, students may also be given a challenge from a coach or instructor directly to answer five greater-than, less-than, or equal-to problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly.

Additionally, three times a year students will take the NWEA MAP assessment, or similar standards-based assessment, which will produce a snapshot of student proficiency on a variety of standards, including this.

The images below show a sample set of 7 Mastery Challenge questions:



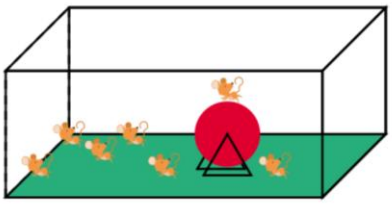




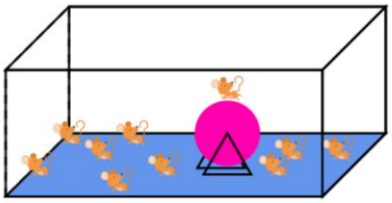
Which cage has more mice?

Choose 1 answer:

(A)



(B)



(C) There are the same number of mice in each cage.

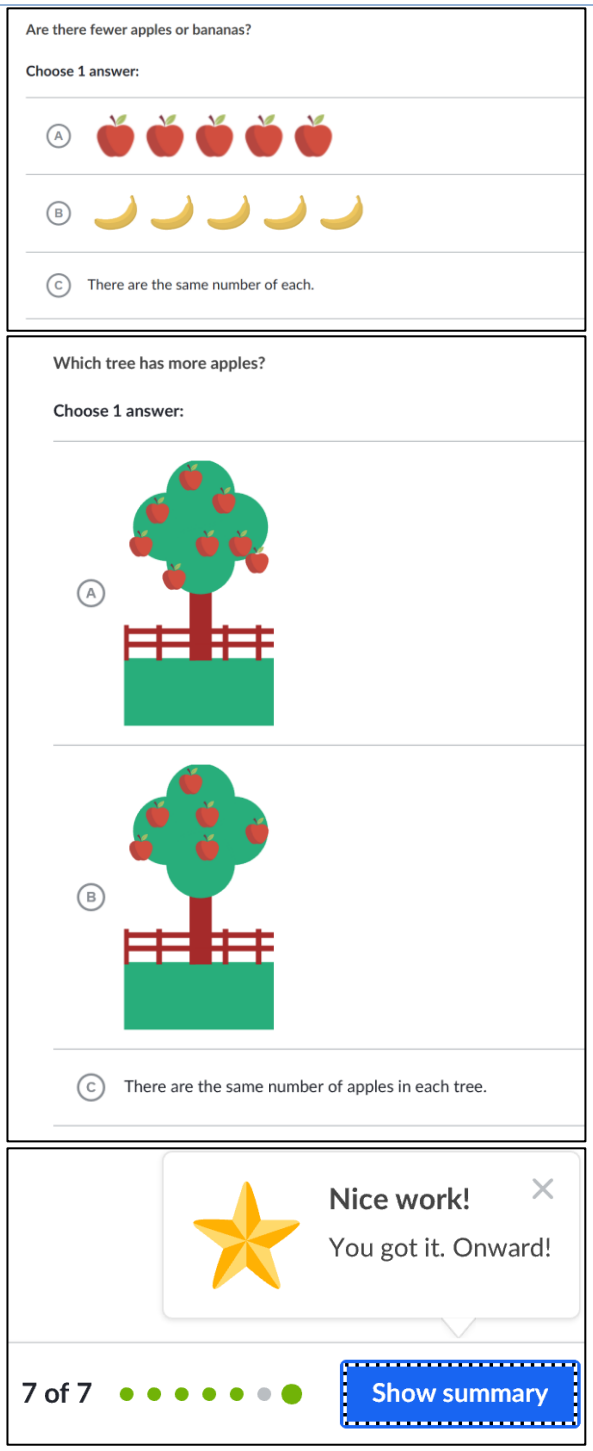
Jon has

Ping has

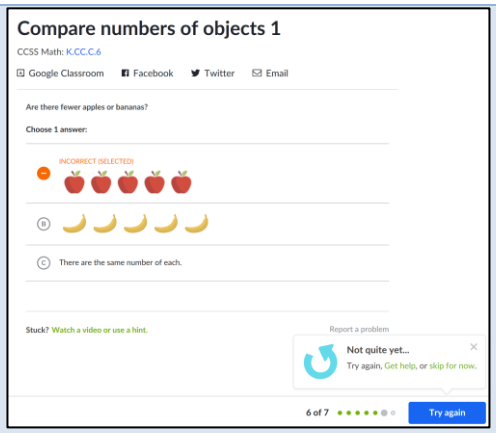
Who has fewer monkeys?
Choose 1 answer:

(A) Jon

(B) Ping



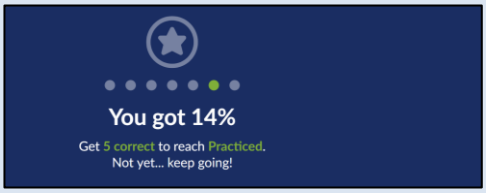
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	Students who do not meet the standard are given an option to "try again," "get help," or "skip for now."

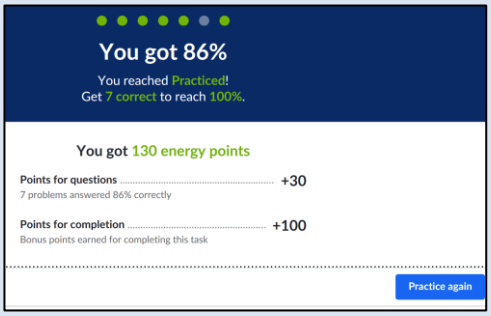


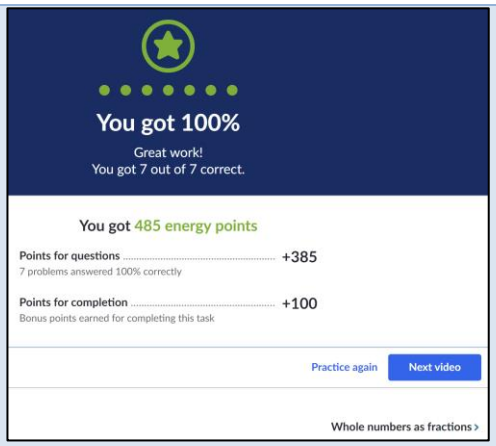
Try again allows student to re-answer missed problems. Get help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program or via other approved resources such as Acellus, YouTube, or other useful online sites.

Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch.

When ready, students may retake the assessment as many times as necessary to achieve a status of “Practiced” or “Mastered.”







Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts the instructor or coach when a student is struggling to master the standard.

If the instructor or coach identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning has broken down. During a one-on-one conference with a student, an instructor would use the following process:

TO ASSESS PRIOR KNOWLEDGE: The instructor will have the student count to 10.

TO ASSESS ACADEMIC VOCABULARY AND COMPREHENSION: The instructor will have the student verbally describe the meaning of Greater, More, Less, Fewer, Equal, and Same.

TO ASSESS LEARNING TARGETS: The instructor will ask the student to compare different sets of objects and identify which is greater, which is less, and/or which are equal.

The instructor will then equip with additional resources relevant to where the learning broke down, or remodel the process for solving the problem before encouraging the student to try again independently.

Instructional Analysis for Grade 1 in Reading	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **1.RL.2**	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	Students will be able to: • **Target 1** - Retell the story "My Special Friend" by Christiana Rogers • **Target 2** - Include key details such as characters and sequencing • **Target 3** – Demonstrate understanding of the main idea, central message, or lesson of the story.

2. Prior Knowledge
List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.
	• **Target 1**
	  ○ Students know how to tell a story with a beginning, middle, and end.
	  ○ Students can record and submit AV files through their Canvas LMS.
	• **Target 2**
	  ○ Students can use pictures and text to identify key details of a story.
	  ○ Students know that key details are characters, settings, events, actions, or objects that help illustrate the main idea
	  ○ Students know that a character is an important person or animal in the story and that characters have actions, thoughts, feelings, and looks that can be described.
	  ○ Students know a setting is where and when the story takes place and there can be multiple settings in a story.
	  ○ Students know that events are sequenced in order from beginning to end.
	• **Target 3**
	  ○ Students can use pictures and text to understand the main idea of a story.
	  ○ Students know that authors want the reader to learn a lesson, moral, or central message from a story.
	
	To introduce this topic, an Instructor will have students demonstrate prior knowledge by
	(A) Telling a 1-2 minute story in which they describe their morning. Their story should include a beginning, middle, and end and include key details such as characters and setting. An instructor or coach will guide, monitor, and assist students as needed.
	Alternatively, students may record and upload their story to Canvas LMS for their instructor or coach to review and provide feedback.

3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	*Process for presenting new information* Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each learning target listed above has step by step video instructions and explanations that introduce how to: Retell the story "My Special Friend" by Christiana Rogers (Target 1), include key details such as characters and sequencing (Target 2), and demonstrate

understanding of the main idea, central message, or lesson of the story (Target 3). Hands-on manipulatives with an Instructor or Coach may be utilized as well.

After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension and ability. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery.

Overarching Instructional Strategies
This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities.

Overarching Role of the Teachers
Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1).

Specific Instructional Strategies Addressing Identified Learning Targets

1. **Activating Prior Knowledge**

SW activate prior knowledge by telling a 1-2 minute story in which they describe their morning. Their story should include a beginning, middle, and end and include key details such as characters and setting. An instructor or coach will guide, monitor, and assist students as needed. Alternatively, students may record and upload their story to Canvas LMS for their instructor or coach to review and provide feedback. **(Prior Skills & Knowledge)**

2. **Modeling**

Students will (SW) watch interactive videos of a Master Teacher modeling each of the 3 learning targets identified above.

SW watch “Retelling Stories” a 3:42 Acellus video in which a Master Teacher explains the fundamentals of retelling stories in your own words. Instruction will emphasize the importance of characters, sequencing, details, and main idea. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3)**

3. **Guided Instruction**

SW use an interactive module such as Canvas Studio which overlays and embeds questions and activities into video to practice identifying details such as characters and sequencing and demonstrating the ability to understand the main idea, recall relevant details, and retell parts of a story. Alternatively, students may break into

	small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3)** **4. Independent Practice** SW complete multiple practice problems independently after instruction. Practice problems will ask students age appropriate multiple choice, true/false, open ended, and/or matching questions to practice each of the identified learning targets. Questions will include topics addressing: which event happened in the middle of the story? Who is Becky? How does Becky feel when she doesn't have a friend? Following independent practice, students will be shown the correct answers to their practice questions. **(Targets 1,2,3)** ***5.*** **Formative Assessment** SW answer 5 or more practice problems embedded in the instructional software covering each of the learning targets identified above. When a student gets a question right, they will receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support, resources, or tips. Coaches and instructors can monitor a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of each skill. **(Targets 1,2,3)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW complete a web-based summative assessment administered by the Instructor in which they must correctly answer 5 or more questions in a row that demonstrate mastery of each of the defined learning targets. Student must also be able to demonstrate the ability to answer similar questions at a later time to show they've retained the skill. Student will also demonstrate ability to retell the story "My Special Friend" and include key details such as characters and sequencing and articulate the main idea or message of the story in their own words. SW will share story with instructor or coach, either in-person or through student's LMS, and mastery will be determined by a score of 3/3 on story telling rubric **(Targets 1,2,3)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students will progress through a lesson presented by a Master Teacher independently and at their own pace via instructional software. Support and oversight will be provided by an Instructor and Coach. Students will watch videos that introduce activities and tasks that students will complete to meet learning targets. With pre-recorded video, students can start and stop as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to demonstrate understanding by completing similar activities and tasks as that which was modeled and to attempt answering similar questions and completing similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3)** As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will

be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3)**

A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project or task that demands the skill. **(Targets 1,2,3)**

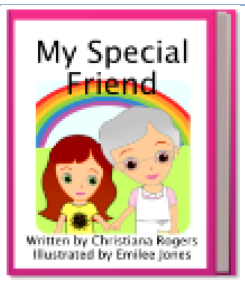
The following instructional video and practice activities show the instructional process students will complete to meet the required learning target. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. s: **(Targets 1,2,3)**

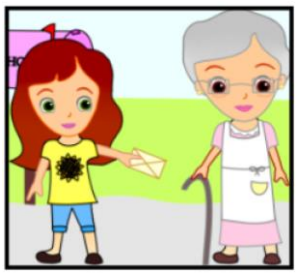
To introduce this topic, an Instructor will have students demonstrate prior knowledge by

- Telling a 1-2 minute story in which they describe their morning. Their story should include a beginning, middle, and end and include key details such as characters and setting. An instructor or coach will guide, monitor, and assist students as needed.
- Alternatively, students may record and upload their story to Canvas LMS for their instructor or coach to review and provide feedback. **(Prior Knowledge, Learning Target 1)**

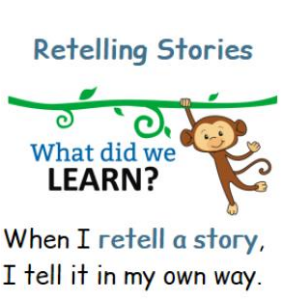
- Students will (SW) watch an interactive videos of a Master Teacher modeling each of the 3 learning targets identified above. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3)**
    - SW watch "Retelling Stories" a 3:42 Acellus video in which a Master Teacher explains the fundamentals of retelling stories in your own words. Instruction will emphasize the importance of characters, sequencing, details, and main idea. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3)**
    -

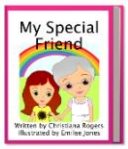
    - Student will listen to "My Special Friend" an illustrated story by Christiana Rogers read by Master Teacher Jennifer Blank. Alternatively, a facilitator or coach may read the story to the student. **(Targets 2,3)**





- Student will independently practice applying learning targets by completing practice questions embedded within their LMS designed to help them recall relevant details to retell the story. (Targets 1,2,3)
- Student will independently practice recalling and retelling parts of the story "My Special Friend" **(Target 1,2,3)**





I tell who the story is about. I tell events in the right order. I tell important details.

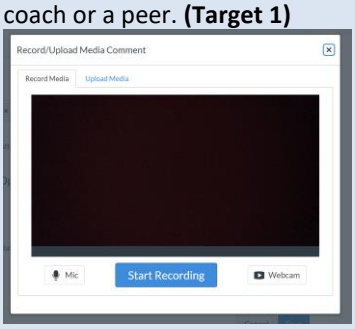
- Instructor or facilitator will use guiding and follow-up questions to help students internalize learning targets: **(Target 1,2,3)**
  - Q1: How does a story's key details help the reader understand a story's characters, settings, events and central message?
  - Q2: How can we use clues in the illustrations and text to determine the meaning of unknown words?
  - Q3: How does retelling a story make you dig deeper into comprehending a story?

Components of Program of Instruction Tied to Learning Targets

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This **1st Grade Reading** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and

	target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies. *Components of Mission-Aligned Educational Philosophy* • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This **1st Grade Reading** instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete formative assessments for each learning target. • SW demonstrate understanding of the characters, setting, sequence, and details of the story "My Special Friend" by completing the Acellus "My Special Friend Key Details Quiz" an age-appropriate multiple choice formative video quiz embedded in the LMS **(Target 2)** • SW demonstrate understanding of the main idea, lesson, or central message of the story "My Special Friend" by completing and submitting the "My Special Friend - Central Message" an age-appropriate multiple choice formative video quiz embedded in the LMS **(Target 3)** • SW retell the story "My Special Friend" by Christiana Rogers including key details by recording an audio or video summary of the story retold in the student's own words and submitting it to their instructor through their

	LMS. Alternatively, the student may retell their story to their instructor or coach or a peer. **(Target 1)** •  To determine whether students have met each required learning target, SW answer 5 or more multiple choice or fill in the blank practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding of a learning target assessed via formative story telling with key details (target 3) is accomplished by a student's ability to retell the story with key details to their instructor, guide, or peer. Adequate understanding of a learning target assessed via formative quiz (targets 1,2) is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7).
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	To demonstrate mastery of the required standard, a student must correctly answer 5 or more questions in a row that demonstrate mastery of defined learning targets and demonstrate the ability to retell the story "My Special Friend" by Christiana Rogers using key details. Student must also be able to demonstrate the ability to answer similar questions and demonstrate similar abilities at a later time to show they've retained the skill. To demonstrate mastery of the specific learning targets, SW: 7. Complete a summative assessment on ""My Special Friend Key Details Quiz" embedded within their LMS **(Target 3)** 8. Complete a summative assessment on "My Special Friend - Central Message" **(Target 2)** 9. Demonstrate ability to retell the story "My Special Friend" by including key details by recording an audio or video summary of the story retold in the student's own words and submitting it to their instructor through their LMS or by retelling the story in person to their instructor or coach. **(Target 1)** Summative assessments will be embedded within the courseware. By answering 5 or more Mastery Challenge questions correctly, a student demonstrates mastery of required learning targets. By achieving mastery in all learning targets, a student demonstrates mastery of the required standard. Courseware tracks the progress and makes it available to the student, coach, and instructor. Alternatively, students may also be given a challenge from a coach or instructor directly to

answer five or more problems. Students will answer the questions independently and then show evidence to the coach or instructor that they are able to answer all five or more questions correctly. An instructor or coach will sign off on this challenge as mastered only if a student has answered all five questions correctly. **(Targets 1,2,3)**

Additionally, students must demonstrate the ability to retell a story using key details such as characters, sequencing, main idea, and lesson. Students will submit their audio or video recording through their LMS for instructor review. Mastery will be demonstrated by a student's ability to properly retail the story "My Special Friend" with key details included. Alternatively, the student may retell the story to the instructor orc coach directly. Mastery will be determined by a score of 3 out of 3 on a 3-point rubric (see below). **(Target 1)**

Retelling Stories Rubric	
1.RL.2 - Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.	
4. Distinguished	All information was clear and accurate. Used many facts and details. Main idea was evident and clear.
3. Mastered	Used multiple facts and details. Information was accurate and relevant. Main idea was evident
2. Not Yet	Had some information about the topic. Retelling of story lacked sufficient detail. Main idea was unclear
1. Not Met	Did not share details about the story and/or much of the information was inaccurate.

7. Remediation
Describe the processes available to provide support to students that do not meet the learning targets.

Students who do not meet the standard are given an option to "try again," "get help," or "skip for now."

Try again allows student to re-answer missed problems. Getting help allows student to access problem-specific hints and/or additional instruction or modeling resources. Students are then able to repeat the lesson in the instructional program an unlimited number of times or view additional videos within the program.

Students may also ask a peer for support, conference one-one-one with a coach or instructor, or utilize manipulatives in the classroom to help visualize the problem. All of this is done during classroom time every day or can also be completed at home or during free time before or after school or during lunch.

After successful remediation, students may retake the assessment as many times as necessary to achieve a status of "Practiced" or "Mastered."

Additional support should be initiated by the student; however, coaches will also have access to data in each of the instructional programs and from live observation that alerts instructors and coaches when a student is struggling to master the standard.

If the instructor identifies a student who is struggling to meet learning targets (or if a student self-identifies a need), then the instructor or coach will break down the standard into concrete, individual steps, in order to determine where learning

	has broken down. During a one-on-one conference with a student, an instructor would use the following process: TO ASSESS PRIOR KNOWLEDGE: The instructor will see if the student understands basic elements of storytelling **(Target 1,2,3),** can recall key details from a short story, **(Target 1,2,3),** is familiar with classroom LMS features, video recording, video viewing, and quiz/assignment submission **(Target 1,2,3).** TO ASSESS LEARNING TARGETS: The instructor will ask the student to Retell the story "My Special Friend" by Christiana Rogers, to include key details such as characters and sequencing, and to demonstrate understanding of the main idea, central message, or lesson of the story. (Target 1,2,3). ADDITIONAL ACCOMMODATIONS: In addition to instructor- and coach-led remediation, the LMS and instructional software will provide multiple levels of performance-directed support to assist the learner in reaching desired learning targets. Features and benefits included adjustable video playback controls, interactive quizzes, deficiency diagnostics, real-time assessment feedback, and response-based intervention.

Instructional Analysis for Grade 1 in Writing	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: **1.W.1**	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	Student will be able to: • **Target 1** – Write an opinion piece on their favorite kind of cake • **Target 2** – Introduce the topic they are writing about • **Target 3** – State an opinion • **Target 4** – Supply reasons (or evidence) for the opinion • **Target 5** – Provide a conclusion or closure to the opinion piece

2. Prior Knowledge
List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.
	• **Targets 1-5**
	  ○ Students know how to write a complete sentence using grade-appropriate grammar, spelling, and conventions. (Target 1)
	  ○ Students know the three basic parts of a paragraph (topic sentence, supporting detail sentences, and a closing sentence). (Target 2,4,5)
	  ○ Students know how to use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (W.K.1) (Target 2,3)
	• **Targets 3-4**
	  ○ Students know how to use frequently occurring conjunctions (e.g., and, but, or, so, also, because).
	
	To introduce this lesson, students will review the three basic parts of a paragraph (topic sentence, supporting detail sentences, and a closing sentence) and the use of conjunctions such as: because, and, also etc through a writing exercise.

3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	Instruction will be delivered via step-by-step videos in a self-paced lesson provided by a Master Teacher through instructional software. Each of the 5 learning target listed above has step by step video instructions and explanations that introduce how: to write an opinion piece (specifically about their favorite kind of cake) (Target 1), how to introduce the topic they are writing about (Target 2), how to state an opinion (Target 3), how to supply reasons or evidence for the opinion (Target 4), and how to provide a conclusion, summary, or closure to the opinion (Target 5). Hands-on manipulatives with an Instructor or Coach may be utilized as well. After instructional modeling has demonstrated each desired objective, student will complete a practice/formative assessment to measure comprehension. After all desired objectives have been practiced, student will complete a summative assessment to demonstrate mastery. *Overarching Instructional Strategies* This lesson uses objective-driven instruction, high yield instructional strategies, differentiation strategies, and alignment and implementation of instruction to lead

students to meet each of the identified learning targets. Students will also be encouraged to apply lessons learned into real-life experiential learning opportunities.

Overarching Role of the Teachers
Generally, a Master Teacher will provide direct instruction through step-by-step, self-paced video lessons. An Instructor will oversee instructional delivery, activities/tasks, assessment, feedback, and intervention. A Coach will assist with motivation, support, and remediation. Students will be proactive learners throughout the instructional process to ensure they master the learning targets (See A.1).

Specific Instructional Strategies Addressing Identified Learning Targets

1. **Activating Prior Knowledge**

SW activate prior knowledge by reviewing a short text in their LMS. Using Canvas Studio, they will mark up the text by digitally underlining the main topic, supporting detail sentences, and conclusion sentence with different colors. They will also be instructed to circle any conjunction words within the text. An instructor or coach may facilitate a hands-on activity and provide guidance, monitoring, and assistance as needed. **(Prior Skills & Knowledge)**

2. **Modeling**

Students will (SW) watch interactive videos of a Master Teacher modeling each of the 5 learning targets identified above. SW view "Opinion Writing - Introductions" a 3:14 Acellus video in which a master teacher explains how to write an opinion piece (Target 1), how to introduce the topic they are writing about (Target 2), and how to state an opinion (Target 3). SW watch "Opinion Writing – Linking Ideas" a 4:58 Acellus video in which a master teacher explains how to supply reasons or evidence for an opinion and how to link ideas and opinions using conjunctions (Target 4). SW view "Opinion Writing – Conclusions" a 3:11 Acellus video in which a Master teacher explains how to sum up or conclude your opinion piece (Target 5). Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**

3. **Guided Instruction**

SW use an interactive module in Canvas Studio to practice demonstrating the ability to identify different opinion statements. The Master Teacher will challenge students to identify the better of two different opinion statements. The Instructor will provide guided instruction and oversight and the Coach will provide intervention and support as needed. Alternatively, students may break into small groups overseen by an Instructor or Coach to discuss and practice learning targets as needed. **(Targets 1,2,3,4,5)**

4. **Independent Practice**

SW complete practice problems and a worksheet independently after instruction. The practice problems will assess student knowledge and the worksheet will guide students through the process of writing the parts of their opinion piece by

	breaking the parts of the writing into layers of the cake. The Instructor and coach will oversee practice and provide guidance/feedback as needed. **(Targets 1,2,3,4,5)** ***5.*** **Formative Assessment** The Instructor will assess the students' understanding based on their writing ideas and interactive formative assessments embedded in the LMS. If students are finding it difficult to provide detailed reasons to support their opinion, the instructor will intervene and provide additional guidance and instruction. To ensure all students participate, the teacher will monitor progress in each student's LMS. **(Targets 1,2,3,4,5)** ***6.*** **Summative Assessment** To demonstrate mastery of content, SW use the worksheet completed during independent practice to write an opinion piece on their favorite kind of cake (Target 1), introduce the topic they are writing about (Target 2), state an opinion (Target 3), supply supporting reasons for the opinion (Target 4), and provide a conclusion to the opinion piece (Target 5). Mastery will be determined by a score of 8/10 on the opinion writing rubric. **(Targets 1,2,3,4,5)**
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	For core skill development, students progress through a 1-day lesson independently and at their own pace via instructional software. Students will watch videos that introduce the activities and tasks students will complete to meet learning targets. With pre-recorded video, students can start and stop instruction as many times as they need, control playback speed, and review past or present steps. After direct instruction, students have opportunity to demonstrate understanding of learning targets by completing activities and tasks similar to those modeled and to attempt answering similar questions and completing similar problems independently for practice while receiving immediate feedback after each problem. If needed, a student can review a how-to video or receive a hint from the software while completing tasks and practicing questions. **(Targets 1,2,3,4,5)** As students progress through their instructional videos, they will respond to and practice a series of problems (5+) aligned to each learning target until they prove mastery by answering all correct. If a student gets a question wrong, he or she will be notified and then offered additional instructional support such as a video or sample problem (This feature is built into the software). **(Targets 1,2,3,4,5)** A student may also work collaboratively with a peer, instructor, or coach if needed for additional assistance during practice. Students will apply the learning targets at a later time with purpose in a project that demands the skill. **(Targets 1,2,3,4,5)** The following instructional videos and practice activities show the instructional process students will complete to meet the required learning target. Alternatively, an instructor or coach may model the learning targets as needed: **(Targets 1,2,3,4,5)** **7.** SW activate prior knowledge by reviewing a short text in their LMS. Using Canvas Studio, SW mark up the text by digitally underlining the main topic, supporting detail sentences, and conclusion sentence with different

colors. They will also be instructed to circle any conjunction words within the text. An instructor or coach may facilitate a hands-on activity and provide guidance, monitoring, and assistance as needed. **(Prior Skills & Knowledge)**

- Students will (SW) watch interactive videos of a Master Teacher modeling each of the 5 learning targets identified above. SW be able to pause, rewind, and repeat modeling as many times as needed. Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**
    - SW view "Opinion Writing - Introductions" a 3:14 Acellus video in which a master teacher explains how to write an opinion piece (Target 1), how to introduce the topic they are writing about (Target 2), and how to state an opinion (Target 3).
    -

    -

    - SW watch "Opinion Writing – Linking Ideas" a 4:58 Acellus video in which a master teacher explains how to supply reasons or evidence for an opinion and how to link ideas and opinions using conjunctions (Target 4).
    -

- SW view "Opinion Writing – Conclusions" a 3:11 Acellus video in which a Master teacher explains how to sum up or conclude an opinion piece (Target 5). Alternatively, an instructor or coach may model the learning targets as needed. **(Targets 1,2,3,4,5)**
-

- SW independently practice applying learning targets by completing age-appropriate, relevant practice questions embedded within their LMS.
- SW independently practice writing an opinion piece using elements identified in the learning targets. Student may use the "A Piece of Cake" outline accessible in their LMS or provided by facilitator via handout:
-
Name: _____ Date: _____

A Piece of Cake

Directions: Write about your favorite kind of cake. Give your opinion and provide a detailed reason why it is your favorite in the first layer of cake below. Write a closing sentence in the bottom layer of cake. On another sheet of paper, draw a picture of your favorite kind of cake. **Details to think about:** COLOR, CAKE KIND, TOPPINGS, DECORATIONS

OPINION STATEMENT: My favorite kind of cake is_____.

My favorite kind of cake is _____

Reason:

Conclusion:

The instructor will consistently refer to the learning targets throughout the lesson so students can connect activities they are completing with desired learning goals.

Components of Program of Instruction Tied to Learning Targets

- Hybrid Learning
- Flipped Learning
- Personalized Learning
- Response to Intervention (RTI) Model
- Standards Aligned Assessment
- Research-Based Instructional Best Practices

This **1st Grade Writing** lesson incorporates hybrid or blended learning through the use of an online learning management system (LMS). It incorporates Flipped Learning through individual instruction followed by guided application. It incorporates Personalized Learning through tools embedded within the LMS that allow students to pause, repeat, and adjust the speed and volume of direct

	instruction as well as opportunities for additional intervention and support from master teachers, instructors, coaches, and peers. It incorporates Response to Intervention (RTI) through the use of deficiency diagnostics and formative assessment tools embedded within the courseware and LMS that identify and target learning gaps. It incorporates standards-aligned assessment to evaluate prior knowledge, formative comprehension, and mastery. It incorporates various instructional best practices as shown in #3 Instructional Plan: Instructional Strategies. *Components of Mission-Aligned Educational Philosophy* • Helping students achieve academic excellence • Providing a technology-rich learning environment • Providing a career-focused learning environment • Providing a safe learning environment • Providing caring and knowledgeable educators • Helping students develop life skills This **1st Grade Writing** instructional plan aligns to FPA's educational philosophy by helping students achieve academic excellence within the required standard. It provides a technology-rich learning environment through the use of LMS-based instruction, assessment, and support tools. Lessons and activities align with career readiness and occupational relevance. The lesson is delivered in a safe learning environment by caring and knowledgeable educators. The lesson and instructional methodologies are rooted in FPA core values that help develop life skills.
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	Following instruction and practice, students will complete LMS embedded formative assessments for each of the clearly defined learning targets identified below. • **Target 1** – Write an opinion piece on their favorite kind of cake • **Target 2** – Introduce the topic they are writing about • **Target 3** – State an opinion • **Target 4** – Supply reasons (or evidence) for the opinion • **Target 5** – Provide a conclusion or closure to the opinion piece To determine whether students have met each required learning target, SW answer 5 or more practice problems embedded in the instructional software covering criteria modeled and practiced during the instructional stage. When a student gets a question right, they receive positive affirmation (verbal and visual) and move on to the next question. If they answer a question wrong, they are provided additional support resources or tips. Coaches and Instructors can see a student's progress via an admin portal on the curriculum program and intervene to provide support as necessary. Students can continue to practice and repeat problem sets until they've demonstrated adequate understanding of the skill. Adequate understanding of a learning target is accomplished by a student's ability to correctly answer 5 or more questions in a row for that learning target (i.e. 5/5 or 7/7 or 10/10). **(Targets 1,2,3,4,5)** The instructor will also assess the students' understanding based on their writing during the guided practice activity. If students are finding it difficult to provide

	detailed reasons to support their opinion, the instructor will assist by providing additional examples and targeted intervention.
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	*Summative Assessment* To demonstrate mastery of the required standard, a student must correctly meet each of the required learning targets. To demonstrate mastery of the specific learning targets, SW: Write an opinion piece on their favorite kind of cake (Target 1), introduce the topic they are writing about (Target 2), state an opinion (Target 3), supply reasons for the opinion (Target 4), and provide a conclusion to the opinion piece (Target 5). Mastery of standard will be determined by a student's ability to score a minimum of 8/10 on a rubric that measures each learning target. The attached rubric will be used to assess mastery of the standards. Mastery is determined by a score of 8/10.

Expectations	**0**	**1**	**2**
Includes an introduction that clearly introduces the topic	Does not include an introduction	Includes an introduction, but the topic is not clear	Includes an introduction that clearly introduces the topic
States an opinion, naming their favorite kind of cake	Does not state an opinion	States an opinion, but the opinion is not clear	States an opinion, naming favorite kind of cake
Supports their opinion with a detailed reason	Does not provide a reason to support their opinion or the reason is irrelevant	Gives a reason to support their opinion but may include an irrelevant detail	Gives a detailed reason to support their opinion
Provides concluding statement that provides a sense of closure	Concluding statement is not evident	May have a concluding statement, but it does not provide a sense of closure	Provides a concluding statement that provides a sense of closure
Uses conventions of Standard English for capitalization, punctuation and spelling of common and phonetic words	Does not use conventions of Standard English for capitalization, punctuation and spelling of common and phonetic words	May use some conventions of Standard English for capitalization, punctuation and spelling of common and phonetic words	Consistent use of conventions of Standard English for capitalization, punctuation and spelling of common and phonetic words

7. Remediation
Describe the processes available to provide support to students that do not meet the learning targets.
	Feedback to Students
	• *During direct instruction, the teacher will provide positive feedback in the manner of praise to the students. Corrective feedback to clarify misconceptions will be provided as needed.*
	• *When students are sharing opinions, the teacher might provide the following feedback:*
	  ○ *"I like the reason you used with that opinion"*
	  ○ *"How else could you state your reason for liking_____?"*
	  ○ *"How else could you state your reason for not liking_____?"*
	  ○ *"What word did you use right before you stated your reason*
	• *During small group instruction, the teacher will provide feedback using the provided rubric. Each student will be given feedback on their ability to accomplish each task on the rubric.*
	ACCOMMODATIONS & RECOMMENDATIONS
	Accommodations:
	• *Provide a writing frame.*
	• *Allow struggling writers to dictate their sentences to the teacher, then copy the teacher's writing onto their own paper.*
	Extensions:
	• *On a piece of 9x12 construction paper, cut out two-tier cakes of all different colors. Using the worksheet from this lesson, allow each student to write their sentences on each tier of the cake. Hand out scrap pieces of construction paper, glue, markers, and allow the students to decorate their own cake. If time permits, the teacher can hold a cake party and invite other classes and/or parents to come in. The students can present to the group about their favorite kind of cake, showing off their writing and their designs.*
	Allow students to write an opinion piece on a topic of their choice and present it to the class.

Operational Plan

- **B.1 Applicant Entity**
- **B.2 School Governing Body**
- **B.3 Management and Operation**
- **B.3.1 Education Service Providers**
- **B.3.2 Contracted Services**

B.1
Applicant Entity

Arizona Corporation Commission - RECEIVED: 2/11/2019 19021113139654
Arizona Corporation Commission - FILED: 2/14/2019

ARTICLES OF INCORPORATION

NON-PROFIT CORPORATION

ENTITY INFORMATION

ENTITY NAME:	Freedom Prep Academy - Mesa
ENTITY ID:	1949492
ENTITY TYPE:	Domestic Nonprofit Corporation
EFFECTIVE DATE:	02/14/2019
CHARACTER OF BUSINESS:	Educational Services
CORPORATION WILL HAVE MEMBERS:	**YES**
CORPORATION WILL NOT HAVE MEMBERS:	NO

STATUTORY AGENT INFORMATION

STATUTORY AGENT NAME:	ROBERT STERLING KELLIS
PHYSICAL ADDRESS:	465 N BLUEJAY DR , GILBERT, AZ 85234
MAILING ADDRESS:	

KNOWN PLACE OF BUSINESS

465 N. Bluejay Dr., GILBERT, AZ 85234

PRINCIPAL INFORMATION

Director: KELLY SMITH - 1646 N CHESTNUT CIR, MESA, MESA, AZ 85213 - - Date of Taking Office: 02/14/2019

Director: ROBERT STERLING KELLIS - 465 N BLUEJAY DR, GILBERT, AZ 85234 - - Date of Taking Office: 02/14/2019

Incorporator: ROBERT STERLING KELLIS - 465 N BLUEJAY DR, GILBERT, AZ 85234 - - Date of Taking Office:

President: ROBERT STERLING KELLIS - 465 N BLUEJAY DR, GILBERT, AZ 85234 - - Date of Taking Office: 02/14/2019

SIGNATURE

Incorporator: ROBERT STERLING KELLIS - 02/11/2019

Exhibit B.1.b – Annual Report and Director/Officer Changes

- Applicant Entity incorporated in 2019.
- No annual report filed yet.
- Officers/Directors changes since incorporation:
  1. Kelly Smith removed as director 5/08/2019 3:07 PM
  2. Brent Gardner added as director 5/10/2019 7:37 PM

Receipt of removal of Kelly Smith

Arizona Corporation Commission - RECEIVED: 5/8/2019 **19050815147589**
Arizona Corporation Commission - PENDING: 5/8/2019

Document Type:	**Officer/Director/Shareholder Change**	Document Fee:	**$0.00**
Entity Name:	**Freedom Prep Academy - Mesa**	Additional Fee:	**$0.00**

Entity Information

Entity Name: Freedom Prep Academy - Mesa
Entity Type: Domestic Nonprofit Corporation
Entity ID: 1949492
Formation Date: 02/14/2019
Entity Email Address: sterlingkellis@gmail.com
Status: Active
Effective Date: 05/08/2019
Effective Time: 03:07PM

Principal Information

Title	Name	Attention	Address	Email	Date Taking Office
Director	ROBERT STERLING KELLIS		465 N BLUEJAY DR, GILBERT, AZ 85234, USA		2/14/2019
Incorporator	ROBERT STERLING KELLIS		465 N BLUEJAY DR, GILBERT, AZ 85234, USA		
President	ROBERT STERLING KELLIS		465 N BLUEJAY DR, GILBERT, AZ 85234, USA		2/14/2019

Signature

By typing/entering my name, I intend to affix my electronic signature acknowledging that this electronic document is submitted in compliance with Arizona law. I certify that the information on the electronic document is true, complete, and accurate as of the date the electronic filing is submitted.

☑ I Agree

Signature: Robert Sterling Kellis
Title: President

Arizona Corporation Commission - RECEIVED: 5/10/2019 **19051019405024**
Arizona Corporation Commission - PENDING: 5/10/2019

Document Type:	**Officer/Director/Shareholder Change**	Document Fee:	**$0.00**
Entity Name:	**Freedom Prep Academy - Mesa**	Additional Fee:	**$0.00**

Entity Information

Entity Name: Freedom Prep Academy - Mesa	Entity Type: Domestic Nonprofit Corporation
Entity ID: 1949492	Formation Date: 02/14/2019
Entity Email Address: sterlingkellis@gmail.com	Status: Active
Effective Date: 05/10/2019	
Effective Time: 07:37PM	

Principal Information

Title	Name	Attention	Address	Email	Date Taking Office
Director	ROBERT STERLING KELLIS		465 N BLUEJAY DR, GILBERT, AZ 85234, USA		2/14/2019
Director	KELLY SMITH		1646 N CHESTNUT CIR, MESA, MESA, AZ 85213, USA		2/14/2019
Incorporator	ROBERT STERLING KELLIS		465 N BLUEJAY DR, GILBERT, AZ 85234, USA		
President	ROBERT STERLING KELLIS		465 N BLUEJAY DR, GILBERT, AZ 85234, USA		2/14/2019
Director	BRENT GARDNER		1719 N. Ramada Circle, MESA, AZ 85205, USA		

Signature

By typing/entering my name, I intend to affix my electronic signature acknowledging that this electronic document is submitted in compliance with Arizona law. I certify that the information on the electronic document is true, complete, and accurate as of the date the electronic filing is submitted.

☑ I Agree

Signature: Robert Sterling Kellis
Title: President

Note – Removal of Kelly Smith still pending. Brent Gardner's date of taking office still pending. Estimated processing time is 14-21 business days.

Exhibit B.1.c – Organizational By-Laws

ORGANIZATIONAL BY-LAWS
FOCUS EDUCATION SERVICES

ARTICLE I - NAME

The name of the corporation shall be FOCUS EDUCATION SERVICES (FPA). The Corporation shall have the right to register, copyright, or trademark the name in the State of Arizona.

ARTICLE II - OFFICES

The principal office of the Corporation shall be located at 465 N. Bluejay Dr. Gilbert, AZ. The Corporation may also maintain offices at such other places within or without the United States as the Board of Directors may, from time to time, determine.

ARTICLE III - NOT FOR PROFIT CORPORATION

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

ARTICLE IV - EDUCATIONAL PURPOSES

The Corporation shall operate a Charter School in the State of Arizona pursuant to A.R.S. § 15-181, et. seq. The purpose of the Corporation is to provide and maintain a safe and resourceful environment where students in grades seven through twelve can gain the knowledge and skills necessary to obtain gainful employment, nurture meaningful relationships, and appreciate their place in this world as a whole.

ARTICLE V – GOVERNING STRUCTURE

(a) FPA Shall be governed by a Corporate Board of Directors. In the event that a Corporate Board of Directors does not exist (i.e. it has not yet been established), FPA shall be governed by a Principal Director. The role of Principal Director and Corporate Board of Directors is identical. The Corporate Board of Directors of FPA is responsible for corporate policy and for operations of the corporation including the charter schools. The Corporate Board of Directors has the general charge of the affairs, property and assets of the corporation, including setting school policy, and the implementation of fiscal management policies and procedures. The corporation may appoint additional principals or members to act as officers, agents, committees, and board members as it deems necessary, appropriate, or proper.

(b) FPA schools will be governed by a Governing Board for the Schools. Pursuant to ARS 15-183, this board is responsible for the policy decisions of the charter schools. The school's governing body will provide knowledgeable oversight of the school's operations, financial matters, and student growth and achievement to the Corporate Board of Directors. In cooperation with the Corporate Board, the School Governing Board will provide strategic direction for the school, nurture strong school leaders, and ensure the school's financial and legal security.

ARTICLE VI – CORPORATE BOARD OF DIRECTORS

Section 6.1 - Name, Numbers, Election and Term of Office:

(a) The Corporate Board of Directors shall oversee the Governing Board for the Schools.

(b) The number of Directors of this Corporate Board shall be at least three (3), provided that said number may be changed by an amendment to the Bylaws, duly adopted by the Board of directors.

(c) The Founders of the Corporation shall be the initial Board of Directors. Additional members of the Board of Directors shall be sought from the community. Except as may otherwise be provided in the Articles of Incorporation or appropriate laws, any new members of the Board of Directors shall be elected by a majority vote of the votes cast at a regular or special meeting to be held by the Directors, present in person or by proxy, that are entitled to vote in the election. Entitlement to vote in any such election shall be limited to Directors that serve as least one month prior to any election held to elect members to the Board. Vacancies in the Board of Directors shall be filled as prescribed in these by-laws.

(d) Each Director who is not personally liable in connection with the school (by contract or otherwise), shall hold office for a period of one (1) year, and until his/her successor is elected and qualified, or until his/her prior death, resignation, or removal. Any director personally liable in connection with the school (by contract or otherwise), shall hold office until the director's personal liability is extinguished, or satisfied by surety.

Section 6.2 - Qualifications:

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

(b) Each member must be able to pass a background check as requested by the Department of Education and any appropriate sponsoring board of the Corporation, which will include as a minimum, a fingerprint check showing that there exists no criminal record which could adversely affect the Corporation or its operation as a charter holder.

(c) Each member of the Board of Directors must establish that each such Director possesses significant experience and qualifications to further the Board of Directors' commitment to the educational purposes and vision and mission of the Corporation as set forth herein including, without limitation, educational, managerial and fund-raising skills.

Section 6.3 - Duties and Powers:

The Board of Directors shall appoint and be responsible for the authorization, oversight, and, when required, ratification of

acts to be carried out for the Charter School being operated by the Corporation. The Board of Directors shall be responsible for the ratification of the acts of the Administration of School Directors and the performance of any and all other acts required to be performed by the Board of Directors by state or federal statute and the Charter Contract entered into by the Sponsoring Board pursuant to Arizona Charter School Law, ARS § 15-181 et. seq. The Board of Directors shall preserve the nonprofit status of the Corporation by the observance of prudent fiscal and monetary controls herein set forth. The Corporation, by and through the Board of Directors, shall not:

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

(b) Pay any compensation in excess of a reasonable allowance for salaries or other compensation for services rendered; (c) Make any part of its services available on a preferential basis;

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

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

Section 6.4. Absence:

Each Board member is expected to communicate with the PrincipalDirector/Chair/President in advance of all Board meetings stating whether or not s/he is able to attend or participate by conference telephone or other agreed-upon means of communication. Any Board member who is absent from two regularly scheduled, non-special Board meetings per calendar year shall be deemed to have resigned due to nonparticipation, and his/her position shall be declared vacant, unless the Board votes to retain that director by a majority vote.

Section 6.5 - Manner of Acting:

(a) Except as otherwise provided by these By-laws, at all meetings of the Board of Directors, each member of the Board, present in person, telephonically, or via the Internet, shall

have one vote. (b) Except as otherwise provided by statute, the Articles of

Incorporation, or these By-laws, the action of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors. Any act authorized, in writing, by all of the Directors entitled to vote thereon and filed with the minutes of the Corporation shall be the act of the Board of Directors with the same force and effect as if the same had been passed by unanimous vote at a duly called meeting of the Board of Directors.

Section 6.6 - Director Deadlock:

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

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

(b) Vacancies occurring by reason of the death, resignation, disqualification, removal, or any inability to act of any Director, or otherwise, shall be filled by a majority vote of the votes cast at a regular or special meeting by the Directors, present in person, telephonically, or via the Internet that are entitled to vote in the election, as a means to fill the unexpired portion of the term of any such vacancy.

Section 6.7 - Resignation:

Any Director may resign at any time by giving written notice to the Chairman of the Board of Directors or the Secretary of the Board of Directors. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt of such notice by the Board of Directors or such officer, and the

acceptance of such resignation shall not be necessary to make it effective.

Section 6.8 - Removal:

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

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

Section 6.9 – Salary:

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

Section 6.10 – Contracts:

(a) No contract or other transaction between the Corporation and any other corporation shall be impaired, affected, and/or invalidated nor shall any Director be liable in any way by reason of the fact that any one or more of the Directors of the Corporation may be interested in any such other corporation or may serve as a director or officer of any such other corporation or of other corporations, provided that such other interests or involvements with such other corporation or corporations or other relevant material facts are disclosed in writing to the Directors including, without limitation, the nature of such Director's involvement with such other corporation or corporations including, without limitation, such Director's ability to influence the action of such other corporation or

corporations, and any tangible or intangible benefit or profit that may accrue to such Director as a result of any contract or transaction between the Corporation and any other Corporation or corporations. In addition, the contract or transaction must be fair and reasonable to the Corporation when it is authorized, approved and ratified in accordance with the following paragraph.

(b) Any Director, personally and individually, may be a party to or may be interested in any contract or transaction of this Corporation, and no Director shall be liable in any way by reason of such interest, provided that the fact of an interest be disclosed or made known to the Board of Directors, provided that the Board of Directors shall authorize, approve or ratify such contract or transaction by the vote of a majority of the voting members. Such Director or Directors may be counted in determining the presence of a quorum at the meeting. This Section shall not be construed to impair or invalidate or in any way affect any contract or other transaction which would be otherwise valid under the law (common, statutory, or otherwise) applicable thereto.

Section 6.11 - Conflicts of Interest:

(a) The Board of Directors of the Corporation shall adopt a Conflict of Interest Policy to be followed by the members of the Board of Directors in executing their duties.

(d) In the event no formal Board of Director Conflict of Interest Policy is adopted, it shall be deemed that all statutory provisions found in the Arizona Revised Statutes for Non-profit Corporations shall constitute the Conflict of Interest Policy of the Corporation. (e) New Directors of the Corporation shall be informed and advised of the Board's Conflict of Interest Policy prior to entering or assuming the duties of his/her office.

Section 6.12 - Committees:

The Board of Directors, by resolution adopted by a majority of the entire Board present at a duly-authorized meeting, may from time to time designate from among its members in executive committee, and may also designate from among its members and non-members, such other committees as the Board of Directors may deem desirable, each consisting of three (3) or more Board members, with such powers and authority (to the extent permitted

by law) as may be provided in such a resolution. Each such committee shall serve at the pleasure of the Board.

ARTICLE VII - MEETINGS OF THE DIRECTORS

Section 7.1 - Annual Meetings:

The annual meeting of the Board of Directors of the Corporation shall be held at a time designated by the Board of Directors, for the purpose of electing the Directors, voting on a budget, and transacting such other business as may properly come before the meeting.

Section 7.2 - Regular Meetings:

The Board of Directors shall hold regular meetings, which must be scheduled at least quarterly, at a place and time to be determined by the Board of Directors. All Directors shall be given notice of such regular meetings upon determination of the schedule.

Section 7.3 – Special Meetings:

Special meetings of the Directors may be called at any time by the President, the Board of Directors, by the Chairman of the Board, by the Secretary if he/she has received a written request of two (2) members of the Board of Directors, or as otherwise required under the provisions of appropriate laws. All meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other places as designated in the notice or waiver of notice of such a meeting or meetings.

Section 7.4 - Notice of Meetings:

(a) Notice of all meetings, including annual, monthly. and special meetings, shall specifically set forth an agenda for said meeting. (b) Except as otherwise provided by statute, written notice of each meeting of the Board of Directors, whether annual or special, stating such time when and place where it is to be held, shall be served either personally or by email not less than Twenty-four (24) hours before the meeting to all board members. Notice of a special meeting shall also state

the purpose or purposes for which the meeting is called, and shall indicate that it is being issued by, or at the direction of, the

Director or officers calling the meeting.

(c) Notice is deemed to have been received upon the date and time the email is sent or the date and time the notice is delivered in person. (d) Notice of any regular or special meeting shall not be required to be given to any Director who shall attend such a meeting without protesting prior thereto or at its commencement the lack of notice to him, or who submits a signed waiver of notice, whether before or after the meeting. Notice of any adjourned meeting shall not be required to be given.

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

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

A facilitator from among those Directors present at all meetings shall preside as Chairman for such meetings or adjournments.

Section 7.5 Quorum:

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

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

Section 6.8 - Voting:

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

(b) Each Director is entitled to one vote which may be cast in person, telephonically, or via the Internet.

Section 7.6 - Conduct of Meeting:

A duly adopted agenda for each meeting shall be prepared by the President, or other designated Director or officer. The meeting shall be conducted in accordance with the agenda. The President or any Chairman of the meeting shall have the right to limit discussion on any particular item and shall have the right to provide time limits for any party wishing to speak on any appropriate point. Meetings shall be conducted in accordance with respect and harmony at all times, and to maintain a positive yet responsive environment.

ARTICLE VIII - OFFICERS

Section 8.1 - Name, Numbers, Election and Term of Office:

(a) The officers of the Corporation shall consist of the President, Secretary, and Treasurer of the Corporation, and any such other officers as the Board of Directors may from time to time deem acceptable. Officers of the Corporation need not be Directors of the Corporation. Any two or more offices may be held by the same person. (b) All the officers of the Corporation shall be elected by the Board of Directors at the regular annual meeting of the Board of Directors or at any other meeting established for this purpose.

(c) Each officer shall hold office until the meeting of the Board of

Directors next succeeding his election, and until his successor shall have been elected and qualified, or until his death, resignation, or removal.

Any officer may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. Unless it is otherwise

specified in such written notice, such resignation shall take effect upon receipt thereof by the Board of Directors or by such officer, and the acceptance of such resignation shall not be necessary to make it effective.

Section 8.2 - Removal:

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

(b) Any officer personally liable in connection with the school (by contract or otherwise), may not be removed from their office until the personal liability in connection with the school is extinguished, or satisfied by surety.

Section 8.3 - Vacancies:

A vacancy in any office by reason of death, resignation, the inability to act, or any other cause whatsoever, may at any time be filled for the unexpired portion of the term by the Board of Directors. (a) The President shall be the chief executive officer of the Corporation, subject to the control of the Board of Directors, and shall have general charge of the Corporation's business, and supervision of its affairs. The President shall keep the Board of Directors fully informed and freely consult with them in regard to the business of the Corporation and make due reports to them.

(b) In addition to the powers and duties elsewhere provided in these By-laws, the President shall sign, when duly authorized to do so, all contracts, orders, deeds, liens, guarantees, licenses and other instruments of a special nature.

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

Section 8.4 - Powers and Duties of the Treasurer:

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

(b) Duties of the Treasurer include the care of, and responsibility for, all moneys, securities, evidences of value and corporate instruments of the Corporation, and supervision of the officers and any other persons authorized to deposit, handle, and disburse any funds, ensuring retention of information as to whether all deposited have been duly made and all expenditures duly authorized and evidenced by proper receipts and vouchers. The Treasurer shall cause full and accurate books to be kept, showing the transactions of the Corporation, its accounts, assets, liabilities, and financial condition, which shall at all times be open to the inspection of the Directors, and such statements and reports as are required of him/her by law. (c) To the Board of Directors, the Treasurer shall have such other powers and duties as are incident to the office and not inconsistent with these By-laws; or as may at any time be assigned to the Treasurer by the Board.

Section 8.5 - Powers and Duties of the Secretary:

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

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

Section 8.6 - Sureties and Bonds:

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

into his/her hands. Such requirements herein set forth shall be in accord with all appropriate laws.

ARTICLE IX - GOVERNING SCHOOL BOARD

(a) The Governing School Board shall operate under the direction and supervision of the Corporate Board. All policies set forth in articles V – VIII for the Corporate Board shall duly apply to the Governing School Board, unless such policy is in direct conflict with the

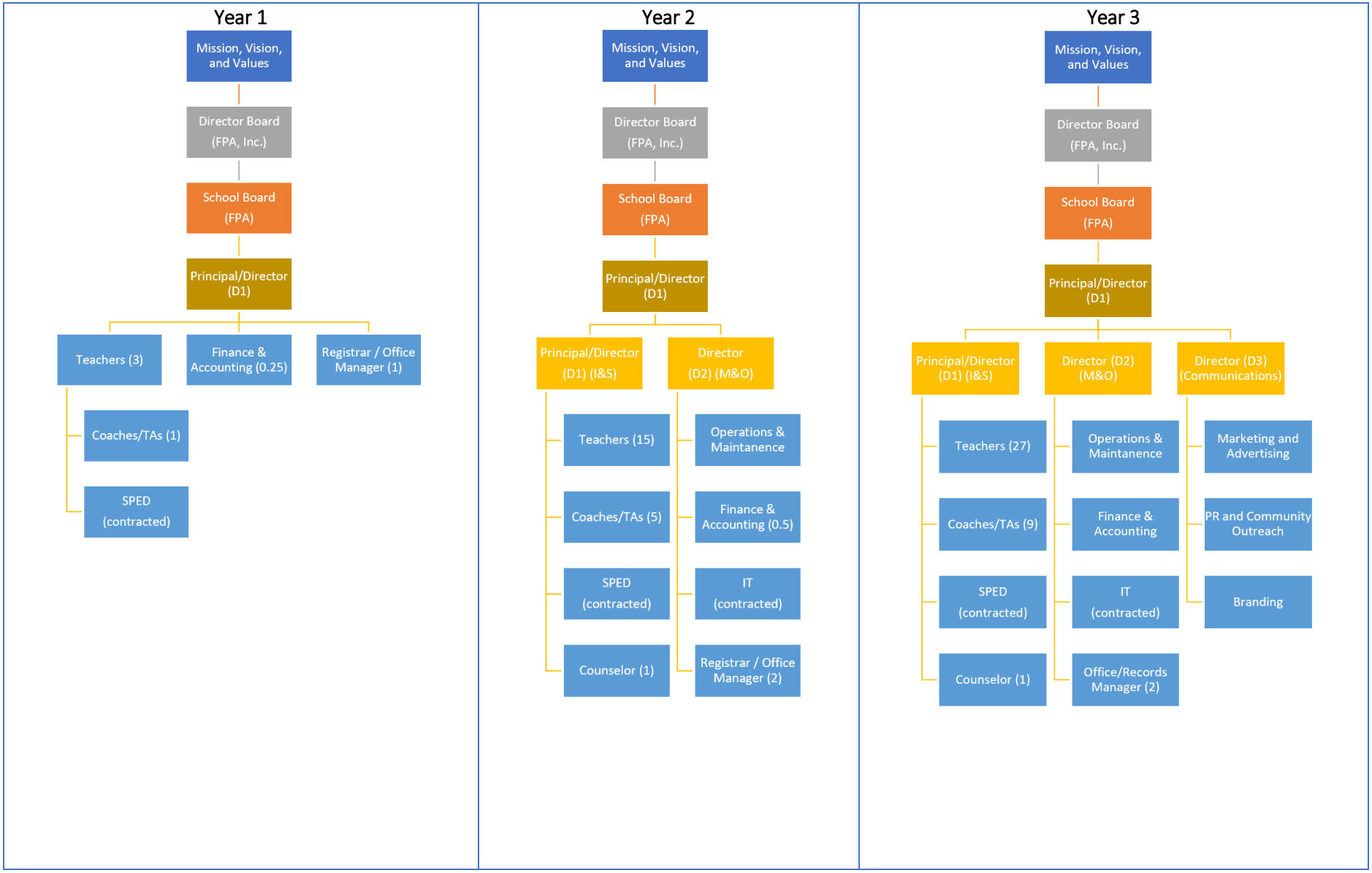
Corporate Board.

(b) A member of the Governing School Board may be removed by a majority vote of the Corporate Board.

ARTICLE X - ADVISORY COUNCIL

The Board of Corporate Directors and the Governing School Board may create an Advisory Council in a number to be determined by the Board. The members of the Advisory Council shall consist of people from the education, business, and marketing community, who will consult and advise the Charter School on important matters dealing with the effect of the Charter School on business and the community as a whole and possibly assist in any additional fund-raising efforts for the Charter School. All opinions and recommendations of the Advisory Council shall be advisory to the Board of Directors, who are not obligated to act upon any recommendation. Any and all members of the Advisory Council shall have no rights to vote at the Board of Directors meetings, independent of such Advisory Council members being actual members, respectively, of the Board of Directors.

Exhibit B.1.d – Organizational Chart



RESOLUTION

WHEREAS Freedom Preparatory Academy, Inc., an Arizona nonprofit corporation, was incorporated with the sole purpose of operating a charter school;

THEREFORE, BE IT RESOLVED that Freedom Preparatory Academy, Inc. intends to apply for a charter to operate a charter school in the state of Arizona.

Signed: _____

Date: 3/12/19

B.1 Applicant entity

This section will describe the entity that is applying for the charter, its history, current operations, and the decision to operate a charter school. It will provide an organizational chart and identify Principals and authorized representative(s) within the entity along with their respective experience, roles, and responsibilities.

A. Applicant History

Establishment, Evolution, and How Operating a Charter Became Part of Our Mission

Freedom Prep Academy - Mesa is an Arizona nonprofit corporation whose mission is to provide motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators. The corporation was formed with the exclusive purpose of founding, operating, and carrying out this mission.

Our non-profit is governed by a Board of Directors comprised of individuals with expertise in business management, information systems, nonprofit governance, operations, and education.

FPA was founded to support the development and growth of innovative learning solutions and better prepare Arizona students for college, career, and life-readiness. Freedom Prep Academy was incorporated as an Arizona non-profit corporation in February 2019 and has two principal directors: Sterling Kellis and Brent Gardner. Kellis and Gardner are both bilingual Arizona natives with a combined seven children attending K12 public schools. Kellis and Gardner both share a common goal of wanting to improve Arizona education, community engagement, and life readiness. For additional skills, qualifications, and background see section "E: FPA Principals: Qualifications and Abilities" and attached resumes.

The following provides additional detail in describing the establishment and evolution of Freedom Prep Academy and how operating a charter school became part of its mission.

> While operating a charter school is the stated organizational purpose of the applicant entity and as such, its establishment, evolution, and mission have always been purposed in this, the history and interests of the applicants' founders and stakeholders began much earlier.
>
> Sterling Kellis, the applicant entity's Authorized Representative and primary author, became aware of the need to better serve Arizona students in 2010 while working for a large Phoenix-based university. As an admissions counselor, Kellis helped thousands of students explore career paths and enroll in various degree-seeking programs. While reviewing applications, Kellis realized that (A) many prospective students lacked exposure to high-paying, high-demand STEM fields and (B) many students lacked knowledge and foundational skills in reading, writing, and math. These were eager, competent learners from Arizona and all throughout the country who were passionate about their future, but deficient in core knowledge areas that left them under-prepared for college, career, and life.

"How was this happening?" Kellis wondered. "How – after 13 years, 15,000 hours of instruction, and over $130,000 in taxpayer investment per student – were so many high school graduates underprepared for college, career, and life readiness?"[143]

This sparked a desire in Kellis to get more involved in primary and secondary education. He immersed himself in the educational community, joining a charter school board, volunteering for his district's finance committee, and becoming a member of various career and technical organizations. Recognizing a need for greater fusion of business, technology, and education in academia, Kellis completed graduate degrees in Information Systems (MIS), Business Administration (MBA), and Education Administration (MAEd). As the Associate Dean of Technology at University of Phoenix, Kellis worked with high schools, community colleges, national business leaders, and over 20,000 university students to help bridge a growing national skills gap. All these efforts continued to point to a need for earlier and more targeted intervention.

Kellis began to organize an integral team of qualified leaders and trusted advisors committed to educational improvement. Among these were Brent Gardner – an experienced and qualified K12 administrator with a passion for helping students and Laura Oliver – a trusted academic with decades of experience overseeing students and staff. Kellis, Gardner, and Oliver would meet weekly and discuss various issues impacting education. Kelly Smith – an innovative entrepreneur with experience running micro schools, Chip Pettit – Gilbert Public School's 2016 Educator of the Year, Kevin Rainey – Gilbert Junior High's Principal and Administrative Supervisor for Kellis' MAEd internship, Elio Grieco – a local STEM leader and cybersecurity specialist, Trever Wilkins – an E.R. doctor passionate about promoting health and wellness, and many others joined the cause (see B.1.E and B.3).

With a talented team focused on helping Arizona students, the decision was made to form a charter school. As a result, Freedom Prep Academy – Mesa was incorporated in February 2019 as an Arizona non-profit for the purpose of operating a charter school and carrying out its stated mission of providing motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators.

If approved, the charter contract for FPA School will be entered into between the Arizona State Board for Charter Schools and Freedom Prep Academy, Inc.

B. Organizational Chart

According to FPA's corporate bylaws and three-year budget summary and in alignment with the academic, operational, and business plans of FPA, the organizational structure of FPA for years 1-3 will look and operate as follows:

[143] 2018, Digest of Education Statistics 2017, Table 236.55. Total and current expenditures per pupil in public elementary and secondary schools: Selected years, 1919–20 through 2014–15

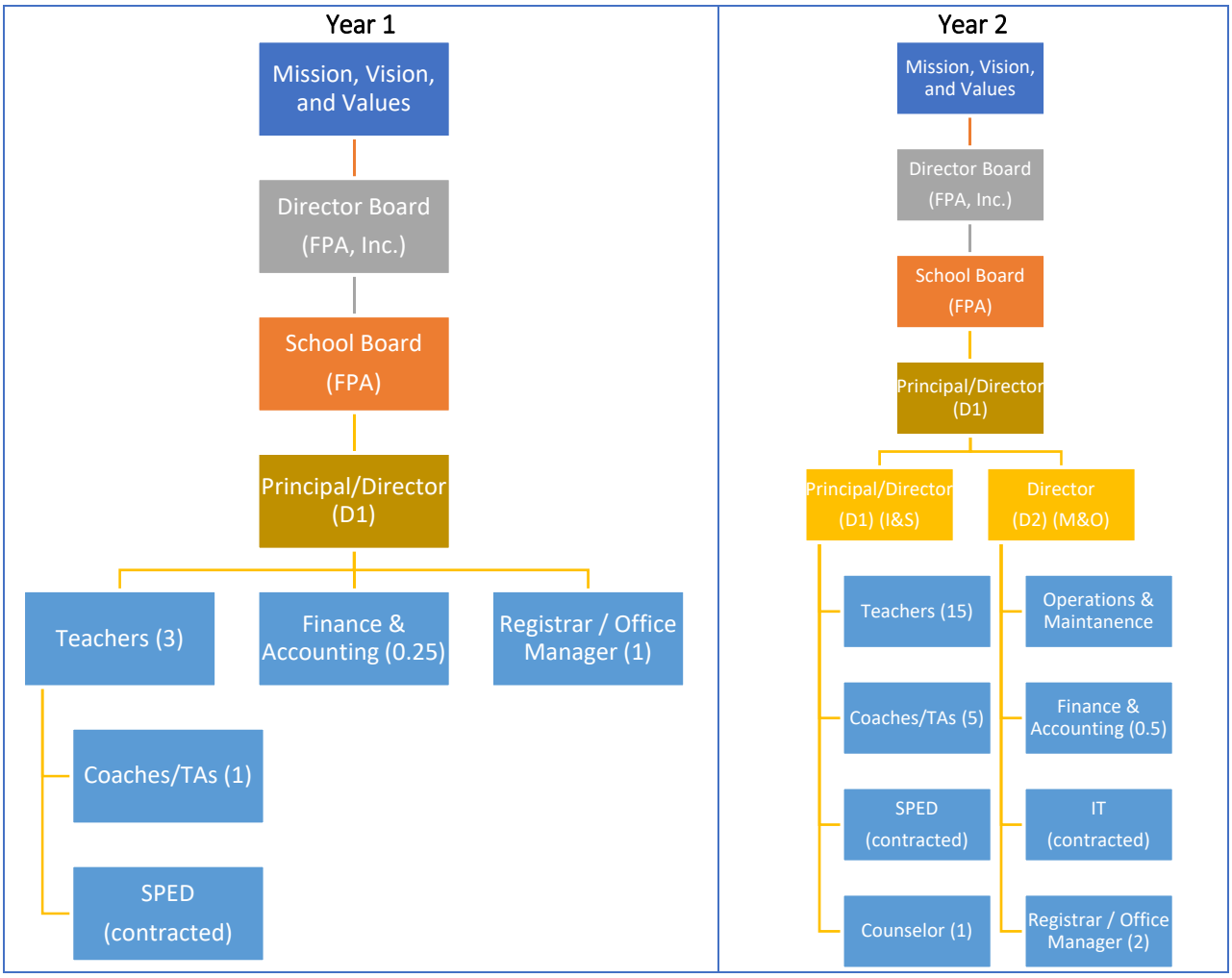


Table B.1.1: FPA's Proposed Organizational Chart for Years 1-2

FPA will open serving grades 7-8 and with a target enrollment count of 60 students. FPA will operate with a Principal/Director who will oversee instruction & support, operations, and communications; and an office manager/registrar who will oversee office management and records. There will be 3 FTE teachers and 2 part-time teaching assistants. There will be a minimum of 1 special education interventionist who will be contracted. There will be a part-time bookkeeper who will be contracted. The estimated classroom size will be 20 students with a 15/1 student to teacher ratio (see staffing plan in section C.3).

In Year 2, additional staff will be hired to meet the growing demands of enrollment. FPA anticipates serving 300 students in grades 7-10. Additional teachers and coaches will be hired, a counselor will be hired and report to the principal, a 2nd office manager/registrar will be hired, the part-time contracted bookkeeper will become a full-time contracted bookkeeper, contracted SPED and IT services will likely expand. The student to teacher ratio in year 2 will be 15/1.

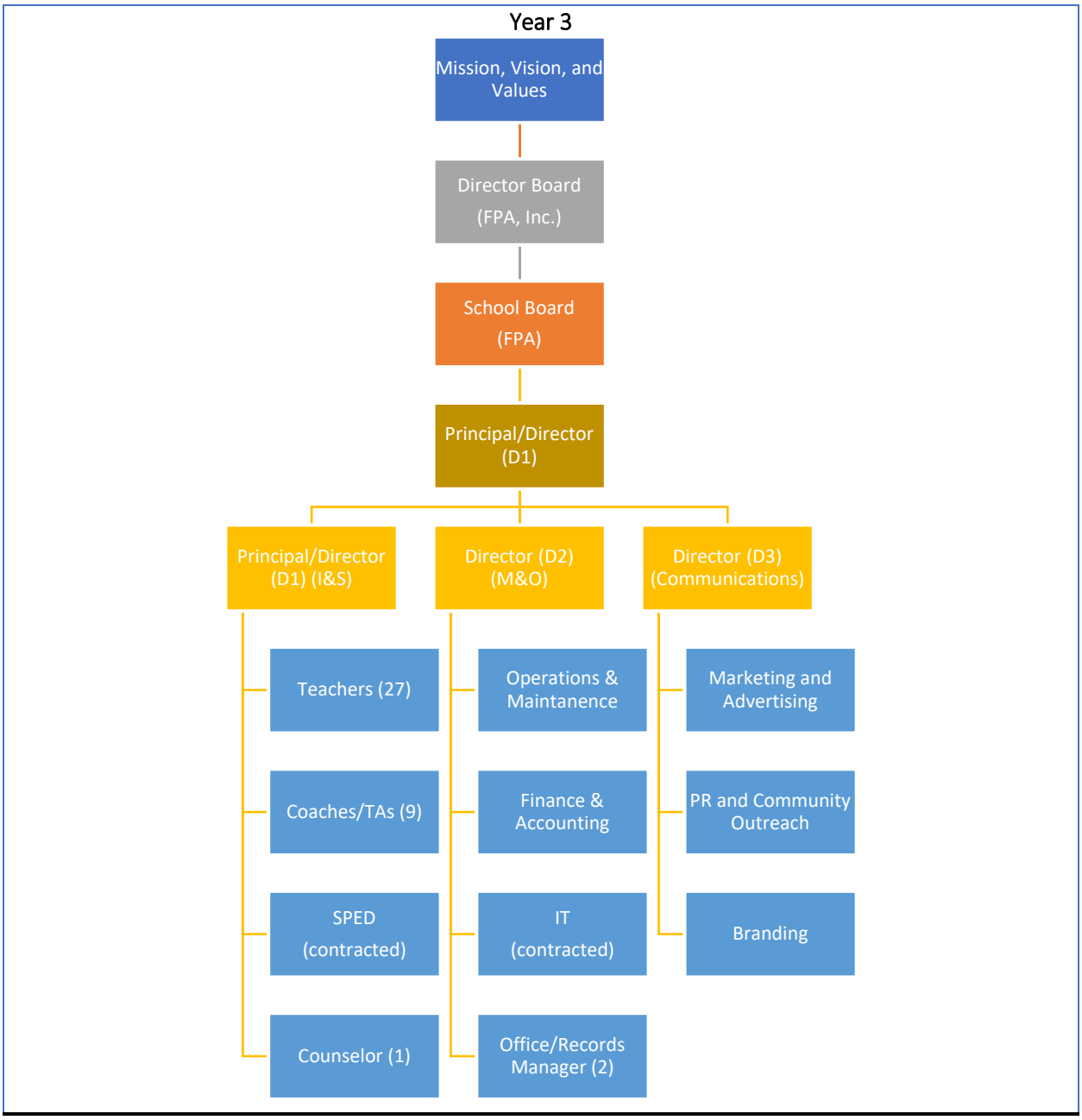


Table B.1.2: FPA's Proposed Organizational Chart for Year 3

In Year 3, FPA will hire a 3rd director and serve an estimated student population of 540 students. The new director will serve as a communications director and a community liaison between the school and community outreach efforts. Special education interventionists will continue to be outsourced to ensure proper staffing. The student to teacher ratio in year 3 will be 15/1.

Reporting Structure[144]

[144] Adapted from the Western School of Science and Technology, Inc: A Challenge Foundation Academy charter school approved by the Arizona State Board for Charter Schools

This section describes the reporting structure for the positions detailed above. Sole power to hire and terminate employees belongs to the School Principal/Director; however, the power to hire and terminate the School Director lies with the Governing Board.

The Governing Board of FPA will serve four principal roles, clearly defined below:

- The Governing Board will fulfill the governance functions of the school.
- The Governing Board shall reach out to the community and speak with one voice.
- The Governing Board shall give of its time, talent, or treasure to ensure that the school has the resources it needs to fulfill its mission.
- The Governing Board shall be comprised of diverse, competent members who shall use their skills and expertise to further the vision, mission, and values of the organization.

The School Principal/Director[145] shall be the key on-site management of FPA. The principal reports directly to and is held accountable by the Governing School Board. In years 2-3, the organizational charts show the Principal/Director twice for illustrative and reporting purposes. The primary responsibilities of the principal shall be to:

- Implement systems designed to achieve FPA's vision, mission, and values.
- Facilitate the selection of curricular materials to support the mission and Academic Program.
- Monitor curriculum implementation and academic growth.
- Monitor and evaluate instruction.
- Assist with the implementation of fiscal policies and internal controls and recommend budgets.
- Implement personnel policies to recruit, hire, evaluate, and supervise teachers.
- Assist in communicating with media and parents.
- Establish expectations for behavior and implement discipline systems, including consequences for students falling short of expectations.
- Assist in the day-to-day oversight of facilities and maintenance.
- Develop staff and parent handbook.
- Maintain compliance with regulations.

The Director of Maintenance and Operations (Director of M&O, Director of Operations, Director2, or DOO) is recruited, selected, hired, and evaluated by and reports to the Principal (D1) as the key school leader responsible for overseeing the financial and operational systems and resources of FPA. The Director of M&O maintains systems and documentation and ensures compliance with state and federal law. Additionally, the Director of M&O manages federal and state funding sources and outside fundraising programs. The Director of M&O will prepare for the annual audit and work in tandem with non-instructional contracted services.

The Director of Communications (Director3) is recruited, selected, hired, and evaluated by and reports to the School Principal (D1). The Director of Communications is primarily responsible for written communication, public relations, marketing, and building community ties and a strong school culture among students, families, and staff. The Director of Communications maintains relationships with FPA's parents and addresses parent concerns. In addition, the Director of Communications will oversee community service and outreach programs.

[145] The initial school director is also referred to as the Founding School Principal/Director

The Special Education Provider (including SPED teachers) is selected and evaluated by and reports to the School Principal. The primary responsibilities of the Special Education Director/Teacher(s) are to establish and maintain a highly effective program of instruction for students receiving special education services, maintain compliance with applicable federal and state laws, and deliver services to students receiving special education services.

Teachers are recruited, selected, hired, and evaluated by and report to the School Principal. Teachers are primarily responsible for the planning, development, and execution of a high-quality program of curriculum, instruction, and assessment.

Coaches or Teaching Assistants are recruited, selected, hired, and evaluated by and report to the School Principal. Teaching Assistants are primarily responsible for supporting student achievement efforts and also to assist teachers in the planning, development, and execution of a high-quality program of curriculum, instruction, and assessment.

The Office Manager/Registrar is recruited, selected, and hired by the School Principal, with input from the Director of Operations. The Office Manager/Registrar is evaluated by and reports to the Director of Operations. The primary responsibilities of the Office Manager/Registrar are to support the school's operations, answer phones and assist parents and students with enrollment forms, and maintain all school records. The Office Manager/Registrar is the custodian of records for FPA.

The Counselor is recruited, selected, hired, evaluated by, and reports to the School Principal. The College Counselor is primarily responsible for educating students and families about the process of transitioning to careers and applying for and matriculating to college, maintaining partnerships with colleges, and supporting and assisting students and families during the college visitation, application, matriculation, and graduation process. The College Counselor will also be responsible for assisting students and families in securing financial aid for college.

C. Subsidiary Relationships

FPA is not a subsidiary of any other organization.

D. Applicant's Previous Charter Involvement

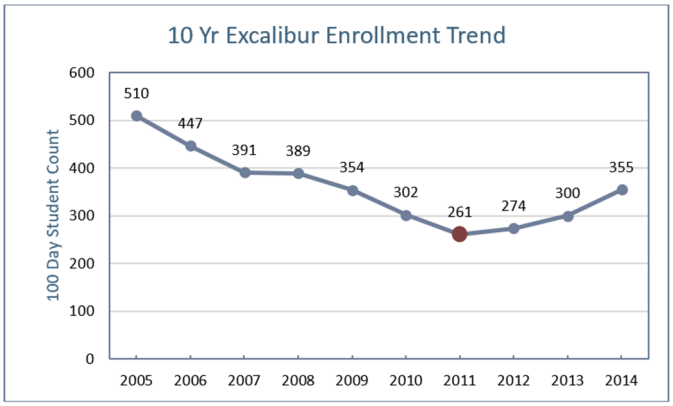
The Applicant, Freedom Prep Academy, has not had any prior charter affiliation. However, Sterling Kellis, director and authorized representative of FPA, served as a board member for Excalibur Charter Schools.

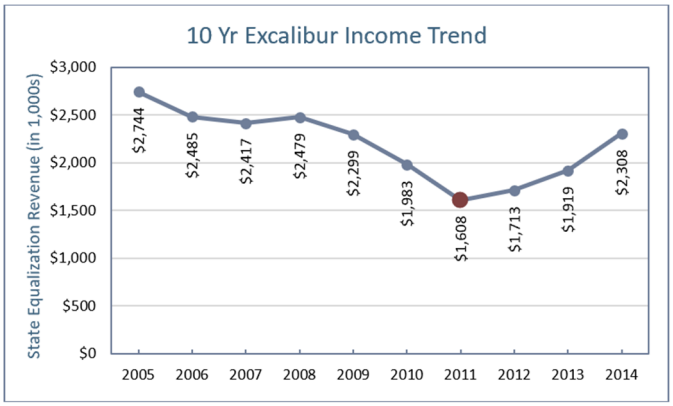
In 2011, Sterling served as a board member for Excalibur Charter Schools (ECS), a Title 1 Charter School operating in Apache Junction, Arizona. At the time, the school was struggling with academic performance and organizational management issues and near the point of closure. It had experienced six consecutive years of declining revenue and enrollment and was struggling with debt and declining test scores. Under these circumstances, Sterling volunteered to assume an un-paid, part-time leadership role as interim CEO/Director to try and help resolve some of the issues.

Within the year, and with the assistance of an integral management team, Sterling was able to help Excalibur increase student enrollment for the first time in nearly a decade (261 students in 2011 to 274 in 2012 to 300 in 2013). Revenue increased by 29% and administrative salaries were rightsized allowing teacher salaries to be increased. Past debts were resolved and staff, student, and parent satisfaction improved. With increased stability and improved instructional strategies, academic

performance also improved. The AIMS Math pass rate for high school students increased by 26% and the AIMS Reading pass rate increased by 22%.[146]

With a new management team in place, Sterling resigned from Excalibur in 2013 and began developing the concept that would become Freedom Preparatory Academy. The following shows enrollment and revenue trends before and after Sterling joined in 2011 as well as an academic performance dashboard while Sterling served as a board member:





Academic Performance

Excalibur Charter School

		2012 Small High School (9-12)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0
	Reading	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0
	Reading	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	35 / 31.4	75	10
	Reading	69 / 59.7	75	10
2b. Composite School Comparison	Math	2.2	75	7.5
	Reading	10.2	75	7.5
2c. Subgroup ELL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup FRL	Math	47 / 31.4	75	7.5
	Reading	64 / 58.8	75	7.5
2c. Subgroup SPED	Math	NR	0	0
	Reading	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		C	50	5
4. Graduation		Measure	Points Assigned	Weight
4a. Graduation		NR	0	0
Overall Rating		Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR		55

Image B.1.3: Excalibur Enrollment and Academic Performance Chart[147]

Academic Performance metrics show that students performed above the state average in both Math and Reading. In 2012, 35% of high school students passed the Math portion of the AIMS exam (3.6% better than the state average) and 69% passed the reading portion (9.3% better than the state average). Among Subgroup FRL, 47% passed the math portion (15.6% better than the state average) and 64% passed the Reading portion (5.2% better than the state average).

E. FPA Principals: Qualifications and Abilities

Currently, Freedom Prep Academy has 2 principals: Sterling Kellis and Brent Gardner and multiple advisory leaders. FPA's principals and advisors provide a wide-range of required knowledge and the

[146] http://www10.ade.az.gov/ReportCard/SchoolSummary.aspx?id=[schoolid]

[147] While the state accountability rating for 2012 was a C, some charter schools have expressed concern new accountability metrics used disadvantaged small and alternative schools. Evidence of this is that while 63% of all traditional schools received an A or B grade, 60-70% of small and alternative schools received a C or a D.

essential skills, experience, qualifications, and abilities to help FPA execute a successful program to improve student achievement in the target population. This section will speak to the background, skills, and accomplishments of FPA's principals and their supporting advisory leadership and their ability to support the educational, operational, and business plan of the charter.

Principals

Sterling Kellis

Sterling studied Philosophy and Economics at Brigham Young University. He has 3 Master's degrees (MBA, MAEd, MIS) and is pursuing a Doctoral Degree in Educational Leadership. Before founding FPA, Sterling worked at University of Phoenix as the Assistant Dean of Technology for the School of Business and College of Information Systems and Technology. In this capacity Sterling oversaw the academic design, delivery, and accreditation of a portfolio of courses for over 10,000 Associate's, Bachelor's, and Master's degree-seeking students. He helped develop curriculum, processes, and teams to advance the education of an additional 160,000 students in 91 campuses and learning centers throughout the country. He taught on-site classes and workshops in information systems, cyber security, data science, IoT, Virtual Reality, and Robotics. He assisted with the creation of the college's budget and annual academic plan and worked with university leadership, instructional designers, and subject matter experts to ensure academic integrity. He served as a corporate liaison between partners and enterprise industry leaders including CompTIA, EC-Council, LinkedIn Learning, Amazon, Adobe, Apple, Google, and Microsoft. He worked with the North Central Association of Colleges and Schools to ensure compliance with rigorous accreditation standards and helped develop and deploy curriculum to serve the needs of degree-seeking students. Prior to University of Phoenix, Sterling worked for Apollo Education Group as an education specialist to develop and deliver educational services to 3rd party colleges, universities, private businesses, and Apollo Group subsidiaries. In this capacity, Sterling helped develop and beta test a web-based Learning Management System (LMS) to deliver instructional content to over 400,000 students. Sterling has experience serving as a K-12 board member for Excalibur Charter Schools, an AZ based charter school serving predominantly low-income, at-risk students in Apache Junction, AZ.

With over 15 years' experience in education, administration, and instruction, Sterling brings essential talent, skills, and passion to Freedom Prep Academy. His experience with technology-driven educational strategies, charter school operations, and business management will help guide successful startup and help Freedom Prep Academy carry out its Academic, Operational, and Business plans with key responsibility of overseeing the Business and grade 7-12 Academic plans. For additional skills, competencies, work experience, qualifications, and achievements see Sterling's resume submitted in the title page.

Brent Gardner

Brent Gardner has a Bachelor of Arts in History and a Master of Education in Educational Leadership from Arizona State University. As a principal at Red Mountain High School, Brent brings invaluable secondary education experience. With over 3,300 students, Red Mountain High is Arizona's 4th largest district high school, and largest school to currently hold the Arizona Educational Foundation's A+ School of Excellence™ designation. As a former AP History teacher and current administrator overseeing incoming freshmen, Brent was instrumental in helping Red mountain earn this prestigious award.

As a bilingual administrator, Brent's proven experience and familiarity with the target population will help implement a rigorous program of instruction including baseline, formative and summative assessments for both on-campus and AOI students. His background and expertise will greatly benefit the academic and operational plans, particularly as it pertains to hiring and training qualified staff and effectively implementing the program of instruction for grades 9-12.

Advisory Leaders

Kelly Smith (Advisory)

Kelly Smith has a bachelor's degree in Physics from Brigham Young University and a Master's degree in Plasmas and Fusion from MIT. Kelly is President and CEO of Prenda, an organization that provides K-12 education services including home-based AOI, coding, and computer programming courses. Prenda has partnered with over 100 libraries to teach children ages 8-18 how to program and code. Prenda has also partnered with several Arizona schools to provide home-based AOI instruction. Built on a framework of Conquer, Collaborate, and Create, Prenda helps students "conquer" core subject material through creative and engaging hands-on-blended learning activities.

> "We have debated the merits of school box top fundraisers, discussed the relative intelligence of raccoons versus cats and dogs, estimated the number of balloons that would fit in my minivan (including all the students), explored present-day Yucatan peninsula, and approximated the amount of fresh water on the planet (thanks Mystery Science!). The kids have invented new words for the dictionary, created code languages and cracked each other's codes, engineered protective casings for dropping eggs, made videos to teach a skill, rewritten the words to a children's book, and conducted an "Ask Me Anything" in character as a personage of historical significance."[148]

With a background in education and business start-up, Kelly brings vital knowledge and expertise to Freedom Prep Academy. His ability to create and implement successful education plans, motivate and inspire students, analyze data, communicate success, and execute strategy will help advance FPA's Academic, Operational, and Business plan, particularly as it pertains to K-8 AOI instruction and support. Kelly's passion and vision for working with students and technology will help advance FPA's mission to promote academic excellence in a technology-rich learning environment.

Brent Kellis (Advisory)

Brent Kellis studied biology and mathematics at ASU where he earned a Bachelor of Arts in Secondary Education. He also earned a Master's in Science in Chemical Engineering from Brigham Young University. Mr. Kellis brings more than 35 years of educational, engineering, and design experience to Freedom Prep Academy. He has worked in a variety of disciplines for public organizations and private industry. In addition to his teaching experience, he has provided professional training and skills in both large and small corporate settings in the fields of petrochemical engineering, biomedical engineering, and environmental engineering.

Mr. Kellis recently retired from Red Mountain High School where, in addition to teaching math and engineering, Mr. Kellis served as the Coach and Founding Mentor of the Plasma Robotics Team. In this capacity, he worked with students, mentors, parents, school administrators, and robotics organization leaders to provide meaningful competition, outreach, and service activities for high school

[148] https://medium.com/@prendalearn/im-not-a-teacher-but-i-opened-a-school-278ddef1ca70

team members. Mr. Kellis has successfully led teams to worldwide robotics competitions sponsored by MIT and NASA where they earned state, regional, and national recognition for their achievements in the field of robotics.

Brent Kellis brings a unique combination of real-world success and classroom experience to Freedom Prep Academy. Brent's input and support in an advisory status will greatly support FPA's **academic**, **operational**, and **business** plans with key expertise in the **academic** plan, particularly as it pertains to grade 7-12 STEM and CTE courses.

Laura Oliver (Advisory)

Laura Oliver has a Bachelor of Arts in Education and a Master of Education in Educational Leadership from Arizona State University. Laura brings valuable experience in K-12 behavioral interventions and supports (PBIS) initiatives, community outreach efforts, and operational fidelity. As a Teacher, Consultant, and Director for early childhood development, Laura has helped improve academic achievement for at-risk populations. In her current role as Instructional Coach for the Litchfield Elementary School District, she has been instrumental in developing and facilitating response to intervention (RTI) strategies, mentoring instruction, and improving pupil achievement among disadvantaged student populations.

Laura's educational background and leadership experience will greatly benefit FPA's **academic** and **operational** plans, with key expertise in the **academic** plan, particularly as it pertains to grades K-8 instructional support and intervention. Through proven best-practices, she will help promote quality classroom instruction, effective professional development strategies, and collaborative coaching opportunities.

Daniel Allen (Advisory)

Daniel Allen has a Bachelor's degree in Spanish from Arizona State University, an Ed.M. in School Leaderhip from Harvard University, and an Ed.D. from U.C. Berkeley. Daniel will help support the vision and mission of FPA in an advisory capacity. He brings extensive experience in K-12 education and organizational expertise in operational and financial management. Daniel has experience as a teacher and department chair for Mesa Public Schools. He worked as a Policy Consultant for the Center for the Future of Arizona where he developed program materials for the "Pathways to College & Careers" initiative. Daniel is co-founder of the Consortium of Education Leadership Learning, a national provider of professional development for principals and teachers. Daniel served as principal for Envision Schools, a San Francisco-based Charter Management Organization and currently works as Executive Director of School Renewal for the Santa Ana Unified School District.

Daniel Allen brings valuable K-12 and charter management experience to FPA Education. As an Arizona native with experience working with disadvantaged populations within the target population and assisting high school students with college and career readiness programs, Daniel will bring valuable knowledge and oversight to FPA's **management** team, particularly as it pertains to **meeting the needs of disadvantaged students** in grades K-12.

Trever Wilkins (Advisory)

Dr. Trever Wilkins is an emergency medicine physician for Banner Gateway Medical Center and the owner of Metah Integrated Medicine. As an ER physician who specializes in treating patients with life-threatening conditions such as heart attack, drug overdose, shock, and massive bleeding, Dr. Wilkins understands the importance of preventative care and healthy living. He is passionate about education, self-improvement, and community development. Dr. Wilkins' input, support, and leadership will greatly

benefit FPA's culture and academic plan, particularly as it pertains grade 7-12 STEM, pre-med, and CTE courses and certificate tracks.

Rob Gardner (Advisory)

Rob Gardner is a composer, conductor, digital animator, and producer. He has composed scores and produced musicals and oratorios performed in sold-out venues throughout the country. He has created film, video, and animation for multinational distributors. As a Mesa native and experienced entrepreneur with a background in business start-up and non-profit management, Gardner will assist FPA's principals in successful execution of the Educational and Business plans, particularly as it pertains to community outreach and inclusion of relevant performing art content, curriculum, and elective courses.

Chip Pettit (Advisory)

Chip Pettit, principal of Towne Meadows Elementary School in Gilbert, Arizona, was recognized as Gilbert Public Schools 2016 Educator of the Year. Under his leadership, Towne Meadows was one of 52 schools to earn Arizona Educational Foundation's 2019 A+ School of Excellence award. Pettit's school, which "focuses on the awesome," operates a self-contained gifted learning program and has successfully piloted a flip-blended learning model that combines technology-driven, direct instruction via *Summit Learning* with guided classroom activities and targeted intervention by classroom teachers. Pettit's knowledge and experience as a successful administrator will assist FPA in implementing its Academic Plan, particular as it pertains to establishing a positive culture, integrating blended instructional strategies, and fostering active community involvement.

Kevin Rainey (Advisory)

Kevin Rainey is a Junior High Administrator with experience organizing and leading successful teams as an assistant principal in the Florence Unified School District and principal of Gilbert Junior High in the Gilbert Public Schools District. As a University Supervisor for administrative internships, Kevin has served as a professional mentor, trainer, and guide for aspiring principals and administrators. Kevin's background and experience will assist FPA in implementing and executing its Operational, Business, and Educational plans, particularly in matters of Compliance, Governance, and Instruction.

Mike Morley (Advisory)

Mike Morley is the founder and principal of American Charter Development where he has successfully created and managed several construction and real estate development firms since 1980. Mike has participated in financing of over $400 million dollars of educational space, consisting of more than 2.6 million square feet in charter school facility projects, impacting the lives of tens of thousands of students across the country. This experience has given him considerable expertise in project development and has provided Mike with a myriad of capital sources capable of financing charter schools. Mike's long history of successful management of construction projects, including educational facilities, numbering in the hundreds, has allowed him to assemble a highly skilled team that is knowledgeable in all aspects of charter school development. Mike's advisory leadership will be instrumental implementing its Business Plan, particularly in matters of compliance and facility management.

Elio Grieco (Advisory)

Elio Grieco is a Cybersecurity technologist with over 20 years' experience in CAD software for Electronic Design Automation, data audits, code optimization, virtualization of infrastructures, and cybersecurity. Elio helps manage and support multiple organizations dedicated to promoting STEAM literacy in primary secondary, and higher education, including: the Arizona Cyber Warfare Range, RealTimeSTEAM, NodeAZ, Phoenix Coding Academy, Phoenix JavaScript, and the Phoenix Chamber of Commerce. Elio's experience will be instrumental in helping FPA identify and adopt curriculum, content, and assessment material to develop relevant technology skills, particularly as it pertains to core and CTE courses.

Maurice Gibson (Advisory)

Maurice Gibson is the Education Program Manager at Fortinet, where he helps facilitate workforce-aligned training for students and professionals in areas of cyber, appliance management, firewalls, anti-virus, intrusion prevention, and endpoint security. Maurice helps oversee multi-modal 21st Century instruction including in-classroom, virtual, and self-paced. Maurice will be instrumental in assisting FPA in the creation and adoption of relevant curriculum and content, particularly as it pertains to CTE Cyber and STEM courses.

Quinn Kellis (Advisory)

As superintendent of the Dysart Unified School District, Quinn Kellis oversees 26 schools serving over 25,000 students in Surprise, AZ. Dr. Kellis has over 25 years of experience in education as a classroom teacher, middle school principal, district administrator, and Superintendent in the Dysart, Deer Valley, and Madison school districts. Kellis earned degrees from Arizona State University, Chapman University, and Brigham Young University. He has served as President of the Arizona School Administrators Educational Services Division and been a member of several school and district evaluation teams for AdvancED. Prior to Dysart, Quinn served as Superintendent of Madison, an "A" labeled destination district in the heart of Phoenix that is Internationally Accredited by AdvancED. Under Kellis' leadership, Madison implemented and grew signature and magnate offerings including STEM and performing arts programs. The Arizona Republic referred to Madison as, "the best performing Elementary District in Phoenix." Dr. Kellis' track record of success and extensive experience as a K12 educator makes him a valuable mentor to help advise FPA's leadership team – particularly as it pertains to implementing its Educational, Operational, and Business Plans and advancing its mission, vision, and values.

Roles

The Principals of Freedom Prep Academy will also be governing board members of the Applicant Entity. Upon charter approval, a 3rd qualified Principal will be selected from among FPA's Advisors or from within the target community (See Corporate By-Laws Article VI). Under the direction of the By-Laws, the Principals will help carry out the organizational vision, mission, and values.

Sterling will help oversee the implementation of FPA's educational, operational, and business plan. Subject to board approval, Sterling will fill the role of Founding School Principal/Director and continue to lead the planning and execution of FPA's vision and mission throughout years 1-3. Brent will help oversee and realize the educational and operational plans, particularly as it pertains to grades 9-12. FPA Advisors will help in a leadership advisory capacity, which may include serving as board members, to

support the Principals and promote the implementation of a successful program of instruction (See Organizational Bylaws, Article X). Additional Principal roles and responsibilities and oversights may be determined by the board.

F. G. H. Consistency with Background & Legal Documents and Title Page

All content in B.1 is consistent with (I) the background information documents provided, (II) the legal documentation establishing entity (Articles of Incorporation as they appear on file with the ACC and a copy of current Corporate Bylaws), (III) information listed on the Title Page, and (IV) the rest of the content in the application package.

B.2

School Governing Body

B.2 School Governing Body

This section will provide details concerning the school governing body. It will identify if the corporate board will act as the school governing body. It will include a clear description of the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8), provide a description of the composition of the school governing body, describe a viable and adequate process for filling vacancies on the school governing body, and be consistent with all sections of the application package.

A. B. Governing Structure: Roles, Responsibilities, and Composition

Freedom Prep Academy will have 2 boards: a Corporate Governing Board and a School Governing Board. Each will operate as a separate and distinct governing body. Pursuant to FPA's Organizational Bylaws, a Director or Member may serve on both governing boards, but it is not necessary.

The Corporate Board of Directors shall be responsible for corporate policy and for operations of the corporation. As outlined in FPA's Organizational Bylaws, the Corporate Board of Directors has the general charge of the affairs, property, and assets of the corporation. In this capacity, the Corporate Board of Directors will provide oversight, guidance, direction, counsel, and resources to the School Governing Board of Directors.

The School Governing Board of Directors will adhere to ARS 15-183 with regard to policy to ensure safe and successful school operation. The School Governing Board will be responsible for the policy decisions of the charter. The school's governing body will provide knowledgeable oversight of the school's operations, financial matters, and student growth and achievement to the Corporate Board of Directors. Both boards will work to realize the shared vision and mission of Freedom Prep Academy, Inc.

The rationale for allowing two separate boards is to promote community participation and involvement from within the target population without necessitating volunteers be involved on a corporate level. This shared partnership of a common goal will help to realize the vision and mission of Freedom Prep Academy. Many other successful organizations operate in like manner. Over 40 charter schools that have earned an "A" rating operate with separate corporate and school governing boards. These include Heritage Academy, Imagine Prep, Happy Valley School, Kingman Academy of Learning, Bright Beginnings, Cambridge Academy, Paradise Honors High, Pathfinder Academy, Great Hearts, and Basis.

Governing Body Composition

Corporate Board of Directors (FPA)	1: Robert Sterling Kellis 2: Brent Gardner 3: TBD
School Governing Board of Directors (FPA)	1: Robert Sterling Kellis (ex officio) 2: Laura Oliver 3: Dolores Quintero 4: TBD 5: TBD

Table B.2.1: Composition of Governing Body[147]

[147] See ARS 15-183

Corporate Board of Directors (Corporation – Freedom Prep Academy - Mesa)

Each member of the Corporate Board of Directors shall seek to act and make decisions in the best interest of Freedom Prep Academy. Members will have the shared responsibility of overseeing and ensuring quality implementation of FPA's Academic, Operational, and Business Plans. Individual oversight may be divided among members based on skill, interest, or competency. Members will seek to advance the organization's mission to provide motivated high-school students the opportunity to achieve academic excellence in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators.

The following sections will address roles, positions, management composition, and policies for filling vacancies of the School Governing Board of Directors.

School Governing Board of Directors (School – Freedom Preparatory Academy)

Each member of the School Board of Directors shall seek to act and make decisions in the best interest of FPA School. Pursuant to A.R.S. §15-183(E)(8) the school board will be responsible for the policy decisions of the charter school. The School Governing Board will serve four principal roles, clearly defined below[148]:

- *Govern*: The Governing Board will fulfill the governance functions of the school. These responsibilities will include, but are not limited to, the following:
    - Establish, approve, and evaluate progress towards the mission.
    - Hire, evaluate and support the School Principal who understands and buys into the school's mission, vision, and values.
    - Approve all school policies
    - Align policies and school resources to the mission statement.
    - Approve curricular framework and Academic Program alignment with mission statement and appropriateness for all students.
    - Approve annual budget, make changes as needed, set fiscal and risk-management policies, and set internal controls by monitoring finances.
    - Review annual audit.
    - Sign off on major expenditures.
    - Ensure that insurance is in place.
    - Approve adequate staffing plan to fulfill Academic Program, including personnel policies
    - Monitor recruitment, hiring, and teacher retention.
    - Hear and address teacher and parent complaints not resolved by leadership.
    - Approve discipline policies and make expulsion decisions.
    - Review and sign facilities contracts.
    - Approve parent relations policies and collect input from parents.
    - Review and approve charter renewal application.
    - Set strategic plan goals and measures and monitor progress towards goals.
- *Represent*: The Governing Board shall serve as an ambassador to the community to communicate vision, mission, and values with one voice. The following functions relate to this role:
    - Speak to the media regarding the school's achievements, when necessary.
    - Approve public annual reports.

[148] Adapted from the governing board roles outlined by Western School of Science and Technology, Inc., an Arizona approved charter school.

    - Hold meetings open to the public, pursuant to statute.
    - Advocate and represent the school and the larger charter movement to family, friends, fundraisers, and other potential stakeholders or community partners.
- *Sponsor*: The Governing Board shall give of its time, talent, or treasure to ensure that the school has the resources it needs to fulfill its mission. This will entail that Board members:
    - Donate personal gifts, or accumulation of others' gifts, to the best of one's ability.
    - Fundraise by approving fundraising plan and cultivating donors.
    - Provide time, talent, and resources to further the vision and mission of FPA
- *Consult*: The Governing Board shall be comprised of diverse, competent members who shall use their skills and expertise on behalf of the organization. Members will:
    - Serve actively on a committee.
    - Assess, communicate, and address community needs and wants.
    - Donate time and talents to the best of one's ability to support the school.

Governing School Board General Practices

- The Governing Board shall make decisions pursuant to the Bylaws of the corporation. A simple majority of the Board, in attendance either in person or telephonically, will constitute a quorum. A simple majority of those present will constitute action by the Board. The Board shall at all times ensure compliance with the Arizona Open Meeting Law.

Governing School Board Officer Descriptions

- The officers of the Board shall be comprised of (1) a Chairperson or President, (2) a Secretary, and (3) a Treasurer. Additional officer roles may be created and defined as needed. Officers shall be elected or retained yearly by a simple majority vote.

Chairperson (President)

Primary responsibility is to lead and facilitate district board meetings. Chairperson should be familiar with rules and procedures and ensure proper organization and function of committees, appointment of committee chairpersons, and follow through of committee responsibilities. Chairperson shall be, ex officio, a voting member of all committees of the Board of Directors, and shall be the liaison between the Principal or Director(s) and the Board of Directors.

Secretary

Primary role is to ensure proper documentation and recording of board meetings and district business. Secretary is to create, prepare, post, and distribute proposed agenda for all board meetings 48 hours prior to meeting. In addition, meeting minutes should be updated within 48 hours of each official meeting. Secretary should also assist to ensure board member compliance to state, charter, and district rules and regulations. In the absences of the Chairperson/President the Secretary will act in his/her stead.

Treasurer

Primary role is to oversee the development and observation of the organization's financial policies, budgeting, reporting to the Board and to serve as chair or chief director of the Finance Committee, if such a committee is organized by the board. In general, the treasurer shall perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board.

Member: Recommended Oversight: Academics (as needed)

Primary role is to oversee curriculum, academic performance, student achievement, student progression, student retention, student satisfaction, student resources, and the overall well-being of the academic plan. The board's academic officer should work closely with committee members to develop goals and execute approved instructional plans.

Member: Recommended Oversight: Communications (as needed)

Primary role is to oversee communications, marketing, branding, public relations, media relations, community outreach, fundraising, and Parent Teacher Organizations (PTO). The board's communications officer should work closely with committee members to develop goals and execute approved marketing plans.

Management and Operations

Governing Board Committees

The governing board may establish committees consisting of staff members, advisors, community members, and stakeholders to advance the school's mission. Initial committees of the Governing Board may include Governance, Finance, Academics, and Development. FPA School's Governing Board of Directors may establish additional governing board committees as needed.

Additional School Governing Positions

FPA's Governing Board of Directors may establish additional governing positions as needed. These roles may include Officers, Governing Board Positions, committees, and/or general management and operational positions. Positions shall align to the school's vision, mission, and purpose and may include roles such as:

Executive Director of Operations, Administration, Instruction, and Support (Superintendent)

Primary role is to manage and direct the affairs of the district under the supervision of the board of directors. Superintendent shall develop policies and procedures to monitor and improve staff and student performance and compliance. Superintendent directs and oversees the affairs of, and works closely with principals, officers, directors, and other district leaders to ensure proper staffing, training, curriculum development, and execution of district policies.

Chief Director (CEO)

Primary role is to oversee business operations and to plan and project the future growth of the corporation under the supervision of the Superintendent and board of directors. This includes overseeing corporate finances and working closely with marketing and communications directors and committees to ensure that current district practices align with future direction and goals.

C. Description of Governing Board Composition and Capacity

The initial School Governing Board will consist of FPA's two (2) Founding Directors who will then elect a minimum of three (3) additional school board members by February 1, 2020 to help further the success,

growth, and sustainability of FPA. The Governing School Board shall thereafter be self-perpetuating. It shall recruit and select its own membership according to the provisions of the bylaws. A minimum of one (1) member of the School Governing Board must be an Officer or Director of FPA, Inc. Unless otherwise stated in the bylaws, members shall serve for a period of 1 year from the time they were appointed as noted in Board meeting minutes.

An operable Governing School Board shall consist of no less than three (3) and no more than fifteen (15) members. The Board will, as far as is practicable, maintain an odd number of members for voting purposes. A simple majority of the Board, in attendance either in person or telephonically, will constitute a quorum. A simple majority of those present will constitute action by the Board. The Board shall at all times ensure compliance with Arizona Open Meeting Law.

Qualifications of Board Members

The most important qualifications for Governing Board members shall be the following:

- Able to legally serve on an Arizona Charter School Governing Board, per statute.
- Able to commit one's time to serve as a Governor, Ambassador, Sponsor, and Consultant, as described above.
- Demonstrate specific, needed skills for the success, growth, and sustainability of the school.
- Demonstrate a strong commitment in the school's mission, vision, values, and academic program.
- Able to advocate for and advance the school's mission, vision, values, and academic program, and improvement efforts.

Governing School Board members shall be unpaid volunteers willing to give of their time and talents to benefit the school and community. FPA will seek to organize a Governing School Board comprised of competent individuals drawn from diverse fields and experiences that help further FPA's organizational vision and mission. Initially, FPA will seek out individuals with the following skill sets to serve:

SKILL SET (Operations)	SKILL SET (Outreach)	SKILL SET (Support)
Academics	Community Connections	Properties/Real Estate
Technology	Public Relations/Marketing	Finance/Accounting
Management	Fundraising	Legal/Regulatory

Table B.2.2: Recommended Board Member Composition

D. Selecting Governing Body Members and Filling Vacancies

The Board will ensure the long-term sustainability of the school by planning and providing for its own succession. As the Board grows and adds new positions, members resign, or tenure expires, new board members will be required to fill vacancies. FPA will utilize multiple pathways to identify and invite prospective board members to apply for vacancies. Examples may include:

- Identify and invite current committee members
- Identify and invite organizational contacts who demonstrate relevant skills
- Maintain an open invitation to the community at large

Prospective new board members will be required to submit a resume to the existing board for consideration. Successor members or directors shall be elected by the affirmative vote of a simple

majority (51%) of the existing Board members cast during a regular or special board meeting (see organizational bylaws 4.3c and 8.4). While vacancies may be filled throughout the school year as needed, the School Board will primarily focus on selecting new members in June of each year.

In an effort to successfully onboard and train new board members on organizational procedures and to help align new members in unity, vision, mission, and purpose, FPA will have a board member training in July of each year. Then, throughout the year, the Board shall hold professional development sessions on effective governance. Sessions may be presented by the Arizona Charter Schools Association, a contracted service provider arranged by the board, or existing Board Members. Content will include potential conflicts of interest, compliance with open meeting laws, and human, material, and financial resource allocation.

E. Consistency

All sections of B.2 are consistent with the remainder of the application package

B.3

Management & Operation

B.3 Management and Operation

This section will describe the organizational structure of the school and its day-to-day operation. It will explain the management roles and responsibilities of key administrators and describe the critical skills and/or experience that will be necessary for fulfillment of these responsibilities. It will also describe the fair and equitable enrollment procedures compliant with A.R.S. §15-184.

A. Organizational Chart, Roles, and Responsibilities

The ultimate governance responsibilities of FPA will lie with its Governing Board. To oversee the management of the school, the Governing Board shall hire and delegate responsibilities to a School Principal/Director. Under the direction of the Board, the school principal shall be responsible for administering the day-to-day activities of the school including general administration and discipline. To assist with the day-to-day activities, the school principal shall develop policies and hire appropriate support staff to realize this end.

This section provides an organizational chart and delineates the roles and responsibilities of each managerial or administrative position responsible of the oversight and administration of day-to-day activities..

1. Organizational Chart

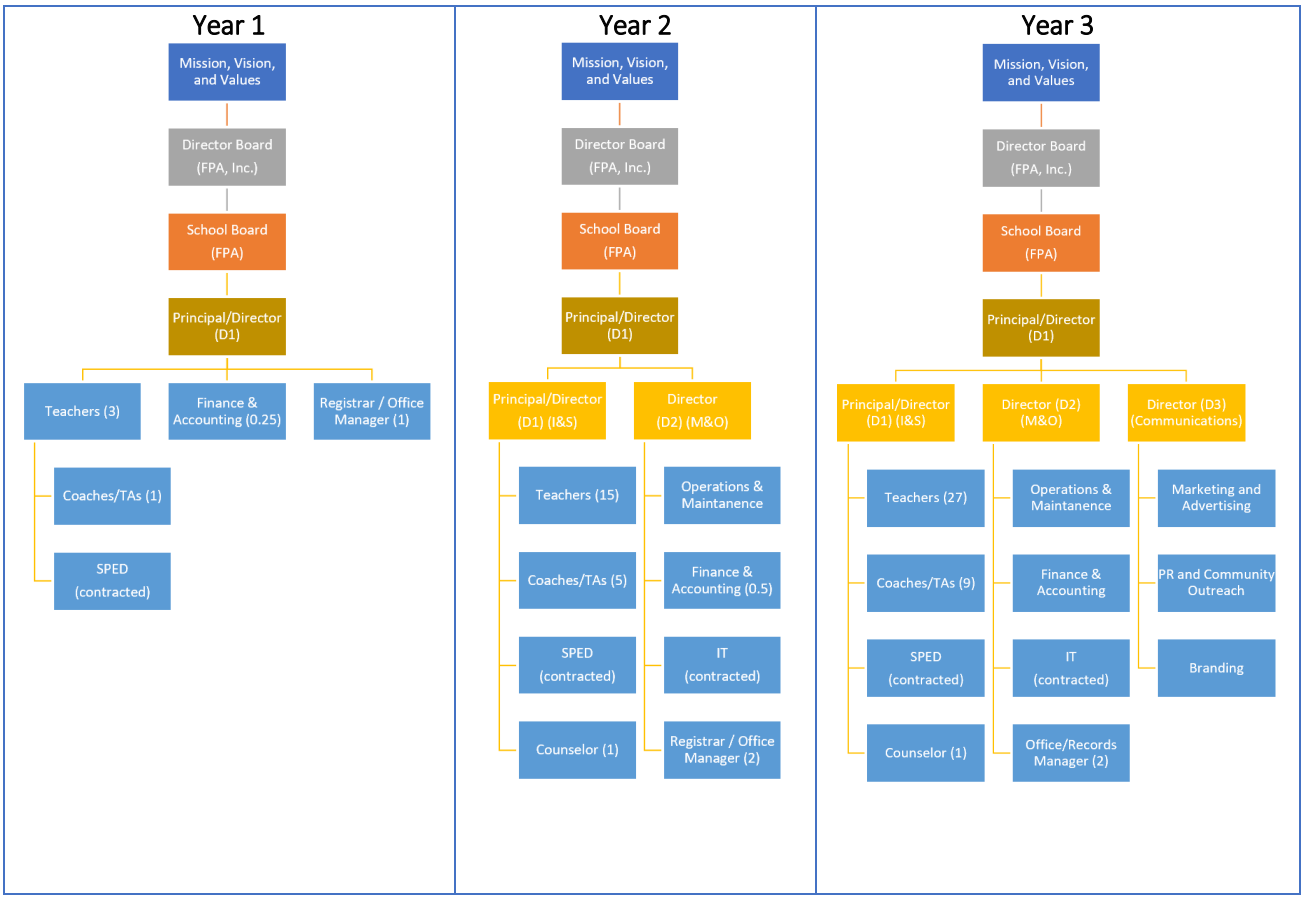


Image B.3.1: FPA Proposed Organizational Chart Years 1-3 (See also B.1.B)

The chart shows the proposed organizational structure for FPA's first three years of operations. All Operations, Instruction, and Support – including contracted services, will report through administrative directors clearly delineated above. In years 2 and 3 the principal/director is shown twice to illustrate reporting structure.

2. Roles and Responsibilities

The following describes the roles and responsibilities of positions pertinent to the administration, management, and oversight of FPA's day-to-day activities.

School Principal (Director 1)

The School Principal is recruited, selected, hired, and evaluated by the Governing Board to manage the day-to-day instructional operations of FPA. In this capacity, the School Principal is primarily responsible for advancing the school's mission and vision. The following are the primary day-to-day activities and responsibilities of the School Principal, some of which may be delegated to and overlap with the Director of Operations, the Directory of Communications, and Office Manager(s):

- Report academic progress to the Governing Board
- Hire all faculty/staff
- Monitor, coach, and evaluate the performance of faculty/staff
- Oversee curriculum development and implementation
- Facilitate the selection and purchasing of high-quality, aligned curricular materials
- Oversee mandatory assessments, including AZELLA, Stanford 10, and PARCC
- Oversee and manage school-wide academic data collection
- Monitor individual class and school wide academic achievement
- Lead data analysis meetings
- Oversee contracted special education director and special education services (see B.1.b and A.3.1)
- Oversee English Language Development programs
- Oversee Response to Intervention programs
- Create and submit academic calendar
- Create school schedules (student and teachers)
- Monitor compliance with FERPA and FMLA
- Plan staff orientation and summer professional development
- Oversee professional development for instructional staff
- Assists with the and management of community partners
- Assists with the management of college partners
- Assists with the oversight of out-going communications
- Assists with the oversight and management of marketing efforts
- Assists with speaking to media and overseeing public relations plan
- Assists with the oversight and evaluation of contracted services
- Oversee and manage fundraising plan
- Assists with Long-term financial planning, including recommend budget
- Approve expenditures
- Post board meeting agendas and minutes
- Prepare board meeting packets/act as board clerk
- Compile and submit authorizer review and renewal requirements
- Communicate with authorizer

- Assist with the job descriptions of the Director of Operations and Director of Communications until such positions have been filled

Director of Operations (Director 2)

The Director of Operations is recruited, selected, hired, and evaluated by and reports to the Principal/Director as the key school leader responsible for overseeing the financial and operational systems and resources of FPA. The Director of Operations maintains systems and documentation and ensures compliance with state and federal law. Additionally, the Director of Operations manages federal and state funding sources and outside fundraising programs. Lastly, the Director of Operations will prepare for the annual audit and work in tandem with the school's contracted business service providers.

The following are day-to-day activities and primary responsibilities of the Director of Operations:

- Report financials to Governing Board
- Submit budget and Annual Financial Report to Arizona Department of Education
- Prepare for and oversee audit
- Oversee facility acquisition, maintenance, and construction projects
- Monitor safety of facility
- Conduct background checks and ensure adequate fingerprint clearance card status for all employees
- Maintain personnel files
- Check compliance with e-verify, I-9, and other personnel policies
- Manage health benefits
- Manage retirement benefits
- Initiate and monitor insurance coverage
- Calls for and manages substitutes
- Monitors teacher Highly Effective status or certifications
- Manage long term leases (e.g. copiers, other capital items)
- Purchase needed supplies
- Track and manage inventory
- Manage accounts payable
- Manage purchase order process and implementation
- Monitor procurement policies
- Oversee grants management and compliance
- Manage state and federal grants; submit applicable reports
- Oversees Title 1 programs
- Manage e-rate grant application and plan
- Manage technology and technology plan
- Record and report tax credit donations
- Coordinate special events (e.g. school picture day, student showcase, etc.)
- Manage IRS compliance
- Manage and evaluate the Office Manager/Registrar
- Assist the School Director and contracted Special Education Director with Special Education Services
- Assist the School Director in recruiting, selecting, monitoring, and evaluating contracted business service providers

- Assist with the job description of the Director of Communications until such position has been filled

Director of Communications (Director 3)

The Director of Communications (Director3) is recruited, selected, hired, and evaluated by and reports to the Principal/Director. The Director of Communications is primarily responsible for building community ties and a strong school culture among students, families, and staff and within the community. The Director of Communications is responsible for planning and implementing positive behavior support, recognition, and achievement systems. The Director of Communications is responsible for ensuring that FPA's students maintain the highest expectations in regard to behavior and conduct. The Director of Communications maintains relationships with FPA's parents and addresses parent concerns. In addition, the Director of Communications will oversee counseling and career preparation services, community service and outreach programs, and communication and marketing efforts. The following are day-to-activities and primary responsibilities for the Director of Communications:

- Solicit and manages community partners
- Solicit and manages college partners
- Oversee/approve out-going communications
- Oversee and manage marketing efforts
- Speak to media and oversee public relations plan
- Oversee and manage fundraising plan
- Oversee student and staff recognition and achievement system
- Promote Brand, Vision, Mission, and Core Values within the community
- Communicate with parents and addresses parental concerns

Office Manager/Registrar

The Office Manager/Registrar is recruited, selected, and hired by the School Principal/Director with the assistance of the Director of Operations. The Office Manager/Registrar is evaluated by and reports to the Director of Operations. The primary responsibilities of the Office Manager/Registrar are to support the school's operations and maintain all school records. As such, the Office Manager/Registrar is the custodian of records for FPA.

The following are day-to-day activities and primary responsibilities of the Office Manager/Registrar:

- Manage student information system and SAIS uploads
- Manage enrollment and attendance
- Process enrollment/withdrawal forms
- Submit estimated student counts
- Maintain student files and compliance with applicable statutes
- Greet visitors/answer general phone line

B. Operational Plan and Oversight of Instruction and Key Services[149]

[149] Adapted from Western School of Science and Technology, Inc., an Arizona based charter school

Operations Plan Overview

The organizational structure of FPA will evolve as dictated by enrollment. The tables below show the anticipated enrollment and staffing plan for Years 1-3. Titles in bold denote administrative positions.

	Year 1		Year 2		Year 3	
Grade	AOI	Campus	AOI	Campus	AOI	Campus
7	30	0	30	30	60	30
8	30	0	30	30	60	30
9			30	60	60	60
10			30	60	60	60
11					60	60
12						
Sub Total	60	0	120	180	300	240
TOTAL	**60**		**300**		**540**	

Image B.3.2: FPA Anticipated Enrollment Chart Years 1-3 (See also C.2.I)

Position	Year 1 FTE	Year 2 FTE	Year 3 FTE
Director/Principal	**1.0**	**1.0**	**1.0**
Director/Operations	**-**	**1.0**	**1.0**
Director/Communications	**-**	**-**	**1.0**
Office Manager/Registrar	**1.0**	**2.0**	**2.0**
Instructor/Teacher	3.0	15.0	27.0
Coach/TA (1FTE = 2PT)	1.0	5.0	9.0
Guidance Counselor	-	1.0	1.0
Special Education (contracted)	2.0	4.0	6.0
Accounting (contracted)	0.25	0.5	1.0
IT (contracted)	-	1.0	1.0
TOTAL FTEs	**8.25**	**30.5**	**50.0**
Total Admin/Managerial FTEs	**2.0**	**4.0**	**5.0**

Table B.3.3: FPA 3-Year Staffing Plan: Instructional and Non-Instructional Personnel

This staffing plan is consistent with the personnel indicated on the three-year operational budget (C.5). As shown in bold, the number of management/administrative personnel in year 1 will be 2, in year 2 it will be 4, and in year 3 it will be 5. The critical skills and experiences for administrative roles have been defined above.

The following will further discuss which position is responsible for each critical instructional or operational service in each of the prescribed areas:

Instruction, Curriculum, Assessment, and State-Mandated Testing

The Principal will be responsible for oversight of the school's instruction, curriculum, and assessment, and state-mandated testing. The Principal will be aided in this task by Instructional Leaders or Lead Instructors and curriculum software and technologies. The position of Instructional Leader is an unpaid responsibility for a fulltime teacher. The Principal will appoint Instructional Leaders based on their instructional, curriculum, assessment, and leadership abilities. Instructional leaders help ensure performance standards are met.

Additional oversight may be provided by PLCs (Professional Learning Communities). FPA will use the definition of a PLC found in DuFour et al., Learning by Doing (2010): "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." PLCs will collaboratively evaluate performance, determine organizational needs, and propose and oversee relevant action items. The PLC's instructional collaboration will center on certain critical questions:

- What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
- What evidence will we gather to monitor student learning on a timely basis?
- How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
- How will we enrich the learning of students who are already proficient?
- How can we use our goals and evidence of student learning to inform and improve our practice?

The positions of Principal and Instructional Leaders will have the experience and skills required to be effective leaders of instruction, curriculum, and assessment. The Principal will have documented experience as a leader of teachers and instruction. Instructional Leaders will have documented experience as effective classroom teachers, with experience leading other teachers a desired quality. As leaders of instruction, the Principal and Instructional Leaders will possess the following skills: the ability to communicate effectively; a deep understanding of how humans learn; the willingness to be an active, visible presence, focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction; and the ability to serve as instructional resources on current trends, effective instructional practices, issues relating to curriculum, effective pedagogical strategies, and assessment.

Curriculum and Instruction

The Principal, with help from Instructional Leaders and PLCs, will oversee curriculum and instruction. Core instructional material will be provided via direct instruction through Courseware and then complimented by activities, participation, and discussion questions facilitated by the overseeing instructor. Elective curricula will be connected to instruction and assessment through a three-tiered process. First, each teacher of an elective course, with help from Instructional leaders and PLCs, will create a syllabus for each course. Second, each teacher will create monthly unit plans, which show the standards, topics, and major activities of each daily lesson plan. Third, each teacher will create daily lesson plans, detailed plans that identify all of the daily lesson's standards, topics, activities, and assessments. For constructing daily lesson plans, the school will use Hunter's Essential Elements of Instruction (EEI). The Principal or Instructional Leader will evaluate lesson plans and provide feedback during performance and ongoing as needed.

Assessment

The Principal, with help from Instructional Leaders and PLCs and integrated instructional software, will oversee assessment. The school will create a school culture focused on using multiple, formative interim assessments to facilitate all students reaching year-end mastery on state and national standards-aligned assessments. Formative interim assessments will be aligned to these CCRS and AP standards through software and teacher-generated questions. The process will begin with professional

development in assessment for all teachers. Standards-aligned interim assessments will be created prior to teaching, and will serve as a road map for curriculum and instruction. Just as curriculum and instruction is divided into three tiers—entire year, unit, and daily—assessments will test at these three tiers. Teachers—with help from PLCs, Instructional Leaders, and the Principal—will create assessments that are aligned with CCRS and AP standards. This system will align curriculum, instruction, and assessment. Standards-aligned interim assessments will occur for every student every six weeks. Interim and other assessments will be cumulative, continuously reassessing previously taught material.

After each interim assessment, the Principal will have a data dialogue with each teacher. During this meeting, the Principal and the teacher will analyze and discuss student-assessment date, which will contain disaggregate data into the following levels: question, standard (all questions measuring the same standard), individual student, and whole class. After the data dialogue between teacher and Principal, the teacher will develop and commit to an action plan, using an Action Plan template, which will begin with the re-teaching standards that were not mastered by students, as demonstrated by the interim assessment.

State-Mandated Testing

A contracted support staffer will serve as Assessment Coordinator, who will be directly supervised by the Principal. The Assessment Coordinator will be responsible for ensuring that all laws, regulations, standards, trainings, and practices are met when it comes to mandated state testing. The Assessment Coordinator will receive help in carrying out his/her duties by the Principal, support-staff members, and teachers. The experience and critical skills required of the Assessment Coordinator include: administrative experience; the skills and temperament to perform detailed, repetitive work effectively and efficiently; the ability to support and work in close collaboration with the Principal, as well as work independently; the ability to work in a face-paced environment that requires multi-tasking; excellent people skills, computer skills, familiarity with basic financial and office software, including Microsoft Office, and willingness to learn and apply new skills as needed.

Staff Development

The Principal will be responsible for oversight of the school's staff development. The Principal will be aided in this task by Instructional Leaders, PLCs of teachers, contracted services for on-site training programs, and support for teachers and support staff to attend off-site trainings. All staff development will be based on current best practices in the field. For teachers, development will be based upon information and trainings from the acknowledged leaders in the field, such as ASCD, Solution Tree, Phi Delta Kappa International, and others. Staff will also be encouraged to seek further higher education and state certification.

The school will have time set aside for professional development. Staff will have 7 full days of professional development each summer before the school year begins. During the school year, the staff will receive an additional 32 hours of professional development (4 hours on 8 different days) for a total of 88 hours of professional development each year.

The critical skills and experience needed for oversight of staff development include: a belief in the efficacy of lifelong learning; an interest in, and knowledge of, sources of effective professional development; and effective communication and teaching abilities in order to present material effectively to adult learners.

Financial Management

The Principal will be initially responsible for oversight of the financial management of the school. The Principal will be aided in this task by contracted services, the School Office Manager, and/or the Director of Operations.

The critical skills and requirements for these positions have been outlined above. Additionally, skills evident in individuals responsible for financial management should include: strong leadership; broad experience and knowledge in business and financial management; ability to handle multiple projects/deadlines simultaneously; the ability to make departmental decisions and lead a team; the ability to present data effectively; excellent interpersonal and communication skills; is a self-starter with the ability to manage and complete projects independently; is self-directed, enthusiastic, and goal oriented; can work under tight deadlines while still maintaining attention to detail, quality, and accuracy; holds a BA/BS or higher in Finance, Business Administration, Management, Accounting, or related field; having a CPA or MBA is a preferred; experience at executive level in business or finance; thorough knowledge of Microsoft Office products, including Excel and PowerPoint; experience working with financial software, QuickBooks preferred; experience working with databases, Access or others preferred.

Contracted Services

The Director of Operations (DOO) will be primarily responsible for oversight of contracted services. The DOO will be aided in this task by the Principal, School Office Manager and members of the board. The school policy will be to receive three competing quotes for any particular service before committing to a contractor or vendor. This will ensure due diligence in a competitive marketplace. Until enrollment justifies hiring a Director of Operations (anticipated in year 2), contracted services will be the responsibility of the Principal)

The Director of Operations, Office Manager, and Business/HR manager will need the following skills to oversee contracted services: the ability to research services; the interpersonal skills to work with vendors; the ability to hold contractors accountable; the ability to handle multiple projects/deadlines simultaneously; excellent interpersonal and communication skills; is a self-starter with the ability to manage and complete projects independently; is self-directed, enthusiastic, and goal oriented; and can work under tight deadlines while still maintaining attention to detail, quality, and accuracy.

Personnel

The Principal will be responsible for oversight of personnel/human resources. The Principal will be aided in this task by contracted services, the School Office Manager, and/or members of the board.

In years 1 and 2, Personnel/Human Resource assistance may be contracted out to Effortless HR. This firm will work closely with the Principal and Office Manager. Consequently, both the Principal and the Office Manager positions will require following critical skills: perform administrative functions, including budgeting, project management, and communications; oversee operation and maintenance of the front office; perform research related to purchasing, general operations, and human resource practices; and manage the school's information resources and files; computer skills, familiarity with basic financial and office software, including QuickBooks and Microsoft Office, and willingness to learn and apply new skills as needed.

Grants Management

The Principal will be responsible for oversight of grant management. The Principal may research 3rd parties to acquire and service grant needs and proposals will be submitted to the board for approval. The crucial skills required for grant writing and management include: excellent writing skills; clear

understanding of the project process; strong research skills; discipline and organization; ability to keep track of grant application deadlines and follow-up on submitted applications; and ability to keep track of trends in the field and be aware of changes in the priorities of funding institutions, as well as new funding sources.

Student Accountability Information System (SAIS)

The Office Manager will be responsible for administering the school's student management system, PowerSchool, including uploads and downloads to SAIS and oversight of attendance and other student issues. The School Office Manager will be directly supervised by the Principal. In addition, the Principal, other office staff, and other administrators (in year 2 and beyond) will be thoroughly trained in the student management system.

The Office Manager will be responsible for ensuring that all laws, regulations, standards, trainings, and practices are met when it comes to SAIS and related Department of Education mandates. The experience and critical skills required for administrating SAIS include: administrative experience; the skills and temperament to perform detailed, repetitive work effectively and efficiently; the ability to support and work in close collaboration with the Principal, as well as work independently; the ability to work in a hectic, face-paced environment that requires multi-tasking; excellent people skills, computer skills, familiarity with basic financial and office software, Microsoft Office, and PowerSchool, and the willingness to learn and apply new skills as needed.

C. Critical Skills and Experience

The following administrative personnel shall carry out the management responsibilities of FPA in years 1-3

- The School Principal (year 1)
- Director of Operations (year 2 or as needed)
- Director of Communications (year 3 or as needed)
- Registrars/Office Manager(s)

The following describes the critical skills and/or experience that will indicate the minimum qualifications for fulfillment of the administrative roles and responsibilities described above.

School Principal (Director 1)

The School Principal is recruited, selected, hired, and evaluated by the Governing Board to manage the day-to-day instructional operations of FPA. In this capacity, the School Principal is primarily responsible for advancing the school's mission and vision. The following are the primary day-to-day activities and responsibilities of the School Principal, some of which may be delegated to and overlap with the Director of Operations, the Directory of Communications, and Office Manager(s):

The following are the critical skills and experiences sought in an effective FPA Principal:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a Master's Degree in education or a related field
- Effective experience leading to growth in academic outcomes on the classroom and school-site level
- Proficiency in gathering and utilizing data and evidence to make instructional and operational decisions
- Excellent communication skills (written and spoken)

- Demonstrated experience in budgeting and finance
- Demonstrates taking personal ownership for both the school's success and his or her own development; growth mindset
- Valid fingerprint clearance card

Director of Operations (Director 2)

The Director of Operations is recruited, selected, hired, and evaluated by and reports to the Principal/Director as the key school leader responsible for overseeing the financial and operational systems and resources of FPA. The Director of Operations maintains systems and documentation and ensures compliance with state and federal law. Additionally, the Director of Operations manages federal and state funding sources and outside fundraising programs. Lastly, the Director of Operations will prepare for the annual audit and work in tandem with the school's contracted business service providers.

The following are the critical skills and experiences sought in an effective Director of Operations at FPA :

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a bachelor's degree
- Comprehensive financial knowledge and skills; experience managing budgets or grants highly preferred
- Proficiency in gathering and utilizing data and evidence to make operational decisions
- Excellent communication skills (written and spoken)
- Demonstrates taking personal ownership for both the school's operational success and his or her own development; growth mindset
- Excellent computer and organization skills
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community

Director of Communications (Director 3)

The Director of Communications (Director3) is recruited, selected, hired, and evaluated by and reports to the Principal/Director. The Director of Communications is primarily responsible for building community ties and a strong school culture among students, families, and staff and within the community. The Director of Communications is responsible for planning and implementing positive behavior support, recognition, and achievement systems. The Director of Communications is responsible for ensuring that FPA's students maintain the highest expectations in regard to behavior and conduct. The Director of Communications maintains relationships with FPA's parents and addresses parent concerns. In addition, the Director of Communications will oversee counseling and career preparation services, community service and outreach programs, and communication and marketing efforts.

The following are the critical skills and experiences sought in an effective Director of Operations at FPA :

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a Bachelor's Degree
- Comprehensive communication skills; experience with journalism and/or media relations highly preferred
- Proficiency in marketing and promotion
- Excellent communication skills (written and spoken)

- Demonstrates taking personal ownership for both the school's operational success and his or her own development; growth mindset
- Excellent computer and organization skills
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community

Office Manager/Registrar

The Office Manager/Registrar is recruited, selected, and hired by the School Principal/Director with the assistance of the Director of Operations. The Office Manager/Registrar is evaluated by and reports to the Director of Operations. The primary responsibilities of the Office Manager/Registrar are to support the school's operations and maintain all school records. As such, the Office Manager/Registrar is the custodian of records for FPA.

The following are the critical skills and experiences sought in an effective Office Manager/Registrar at FPA:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of an Associate's Degree
- Excellent communication skills (written and spoken) in both English and Spanish
- Personable
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

D. Consistency

All content in B.3 is consistent with the remainder of the application package.

B.3.1

Education Service Providers

B.3.1 Education Service Providers

Freedom Prep Academy does not intend to contract with or have a governance relationship with an Education Service Provider (ESP).

B.3.2
Contracted Services

B.3.2 Contracted Services

This section will identify all areas which may require ongoing outside expertise.

Freedom Prep Academy (FPA) will establish a quality network of Contracted Service Providers to support FPA School's mission to provide motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators. Contracted service providers include the following:

- Finance
    - Payroll: assistance with running the payroll for each pay period, including mandatory withholdings.
    - Accounting: assistance with bank reconciliations, general ledger review, monthly financial statements, cash flow review and projections, budget preparation, audit preparation, and internal controls.
    - 401(k) Plan Administration.
- Special Education Services: providing speech therapy, physical therapy, occupational therapy, and psychological evaluation services.
- Information Technology Services: assistance with establishing and maintaining FPA technology systems, including internet, networking, and communications systems, and maintenance of hardware and software.
- Legal Services: assistance with 501(c)(3) application and maintenance, required filings, and compliance with relevant local, state, and federal regulations.
- Custodial Services: cleaning and facility maintenance
- Auditing Services: ensuring compliance, integrity, and accountability

A. B. C. D. Contracted Services, Qualifications, Sources, and Costs

The following (A) delineate all areas for which FPA plans to contract with a service provider, (B) identifies the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service, (C) provides specific sources for costs of each listed contracted service, and (D) describes how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.

Finance

Payroll

In order to expedite and create efficiency in the payroll process, FPA intends to contract with a payroll provider. The following are the primary qualifications FPA is looking for in a payroll service provider:

- Mission, vision, and values-alignment with FPA
- Several years of experience catering to the needs of charter schools
- Personalized service
- Positive referrals from other schools, school leaders, or business leaders
- Affordability

Based upon these qualifications, FPA intends to contract with ADI Business Solutions for contracted payroll services. ADI is a school finance group that offers an array of competitively priced services

including payroll, accounting, grants management, and record compliance services for charter schools and comes highly recommended.

Accounting

FPA intends to contract accounting services to provide financial management expertise. The following are the primary qualifications FPA plans to consider:

- Mission, vision, and values-alignment with FPA
- Several years of experience catering to the needs of charter schools
- Personalized service
- Positive referrals from other schools, school leaders, or business leaders
- Affordability

Based upon these qualifications, FPA intends to contract with ADI Business Solutions for contracted payroll services. ADI is a school finance group that offers an array of competitively priced services including payroll, accounting, grants management, and record compliance services for charter schools and comes highly recommended.

Claudina Douglas will likely be retained for assistance with financial management. Mrs. Douglas has worked with charter schools for several years and has an excellent reputation. She specializes in accounting, bookkeeping, payroll, and tax services for charter schools.

The estimated annual cost to contract Payroll and Accounting services with ADI will be $12,000 in year 1, $24,000 in year 2, and $48,000 in year three.

Source

The source of this estimate is a comparative analysis of comparable budgets of new and existing charters serving similar student populations and a consult with ADI Business Solutions.

Viable and Adequate

Contracted Payroll and Accounting services and projected costs are viable and adequate. Ensuring sound financial management and proper and timely payroll disbursement aligns to our vision and mission. The cost for service aligns to our anticipated needs and fits within our operational budget.

Special Education

FPA intends to contract with a Special Education service provider to provide human resource and special education services to students with special needs. Services include: special education oversight, general special education services, school psychologist services, occupational therapy services, speech language services, and physical therapy services as needed. The primary responsibilities of the contracted Special Education provider are to provide and maintain services that will support a highly-effective program of instruction for students receiving special education services. A contracted service provider should maintain compliance with applicable federal and state laws, competently evaluate and diagnose students requiring special education services, and deliver SPED services to eligible students in a timely and affordable manner.

The following are the primary qualifications FPA is looking for in determining contracted special education service providers:

- Mission, vision, and values-alignment with FPA
- Fingerprint clearance cards for any personnel to be regularly interacting with students

- Time availability aligned to the needs of FPA
- Certification in the requisite fields such as valid teacher certification with special education and SEI endorsements as necessary
- Several years of experience catering to the needs of charter schools
- Extreme familiarity with the federal and state special education compliance, including reporting requirements
- Personalized service
- Positive referrals from other schools or school leaders
- Affordability

Based on these qualifications, FPA intends to contract with SPED Solutions, LLC, an Arizona special education service provider who has worked with numerous similar sized charter schools and comes highly recommended.

Based on market estimates for FPA's target population and prior quotes, the estimated cost to contract full-service SPED services is 12% of FPA's annual equalization revenue. This amounts to $61,510.08 in year 1; $323,714.76 in year 2; and $572,352.96 in year 3. Accordingly, FPA has budgeted to allocate 12% of annual equalization revenue toward contracted special education services. Tying projected costs to projected revenue helps reduce variability of expenses and ensures proper and adequate allocation of funds toward special education services.

Source
The source of this estimate is a comparative analysis of budgets of new and existing charters serving similar student populations and IEP feedback from parents of prospective students within the target population.

Viable and Adequate
Contracted SPED services and projected costs are viable and adequate. Providing high-quality support to students with special needs aligns to our vision and mission. The cost for service aligns to our anticipated needs and fits within our operational budget.

IT Services

Information Technology Services
FPA intends to contract IT and IT related support services such as network support, IT security services, desktop support (including hardware and software maintenance), and virtualization to provide necessary IT services. The following are the primary qualifications FPA plans to consider in an IT service provider:

- Mission, vision, and values-alignment with FPA
- Time availability aligned to the needs of FPA (Must be available on demand)
- Personalized service
- Positive referrals from other schools, school leaders, or business leaders
- Affordability

Based on these qualifications, FPA intends to contract with AdobeTech Network Solutions for all IT-related services. AdobeTech has technicians certified by Microsoft (MCSE, MCSA, MCP), Cisco (CCNA), CompTIA (A+, Network+, Security+), HP, Xerox, and Intel.

Estimated costs for contracted IT services are $44,000 in years 2 and 3. *Clarifying Edit:* Assumes year 1 network support needs are sufficiently met through Internet and network support included in year 1 lease and year 1 managed care for staff and student workstations included in IT Support (see C.5.E **building rent/lease/loan** and **IT Support** in O&M expenditures).

Source
The source of this estimate is a consult and quote by AdobeTech and Automated Environments, two Arizona-based IS&T organizations.

Viable and Adequate
The IT service and projected costs are viable and adequate. Maintaining a reliable, secure network is vital to our program of instruction and aligns to our vision and mission. The cost for service aligns to our anticipated needs and fits within our operational budget.

Legal

FPA intends to contract with an attorney to provide legal expertise. The following are the primary qualifications FPA will evaluate in an attorney or law firm:

- Mission, vision, and values-alignment with FPA
- Accessibility - Time availability should align to the needs of FPA
- Member in good standing with the Arizona Bar Association
- Several years of experience catering to the needs of charter schools
- Personalized service
- Positive referrals from other schools, school leaders, or business leaders
- Affordability

Based upon these qualifications, FPA intends to contract with Attorney Robert Sewell of Davis Miles McGuire Gardner, PLC. Davis Miles McGuire Gardner, PLC possesses expertise in Real Estate Law, Business Law, Construction Law, Financing & Finance Law Mergers, and 501(c)(3) entities. In addition, Mr. Sewell practices real estate, school law, and business law.

Based on a consultation and rate quote, FPA has budgeted $4,000 per year in years 1-3 for legal services which is viable and adequate projected enrollment count and target population found (see A.2).

Source
The source of this estimate is a consult with Davis Miles McGuire Gardner, PLC and comparable budgets of other charters of similar size and scope.

Viable and Adequate
The legal service and projected costs are viable and adequate. Retaining qualified expert legal support to ensure compliance and mitigate risk aligns to our vision and mission and the cost for service aligns to our anticipated needs and fits within our operational budget.

Custodial Services

While most custodial services will be maintained in house, some maintenance and janitorial services will be outsourced. The following are the primary qualifications FPA plans to consider in a Custodial Service Provider:

- Mission, vision, and values-alignment with FPA
- Several years of relevant experience
- Personalized service
- Integrity and trust
- Positive referrals from other schools, school leaders, or business leaders
- Affordability

Based upon these qualifications, FPA intends to contract with an unknown vendor residing within the target community to provide necessary custodial services. Based upon comparable quotes and necessary custodial services, FPA intends to contract such services at a rate of $38,000 in year 2 and $76,000 in year 3.

Source
The source of this estimate is a consult by Beehive Cleaning and Integrated Land Management, two Arizona service and maintenance companies who service similarly sized schools and organizations.

Viable and Adequate
The service and projected costs are viable and adequate. Maintaining a clean, professional environment for students and staff aligns to our vision and mission and the cost for service aligns to our anticipated needs and fits within our operational budget.

Auditing Services

FPA intends to contract auditing services to ensure financial compliance and accountability. The rationale for contracting these services is to ensure that FPA upholds and maintains a high and consistent standard of achievement in regards to compliance, integrity, and accountability measures. The following are the primary qualifications FPA plans to consider in an auditor:

- Mission, vision, and values-alignment with FPA
- Several years of relevant experience
- Personalized service
- Integrity and trust
- Positive referrals from other schools, school leaders, or business leaders
- Ability to perform financial and USFR Compliance audits
- Affordability

Based upon these qualifications, FPA intends to contract with Ball & McGraw to provide necessary auditing services. Based upon estimated quotes, FPA intends to contract such services at a rate of $6,000 in year 2 and $8,000 in year 3.

Source
The Source of this estimate is based on the cost of performance audits at other similar sized charter schools and advice by ADI, an experienced charter accounting firm.

Viable and Adequate
The service and projected costs are viable and adequate. Ensuring complains and providing financial transparency aligns to our vision and mission and the cost aligns to our anticipated enrollment and fits within our operational budget

Ensure Costs Align to Budget Assumptions

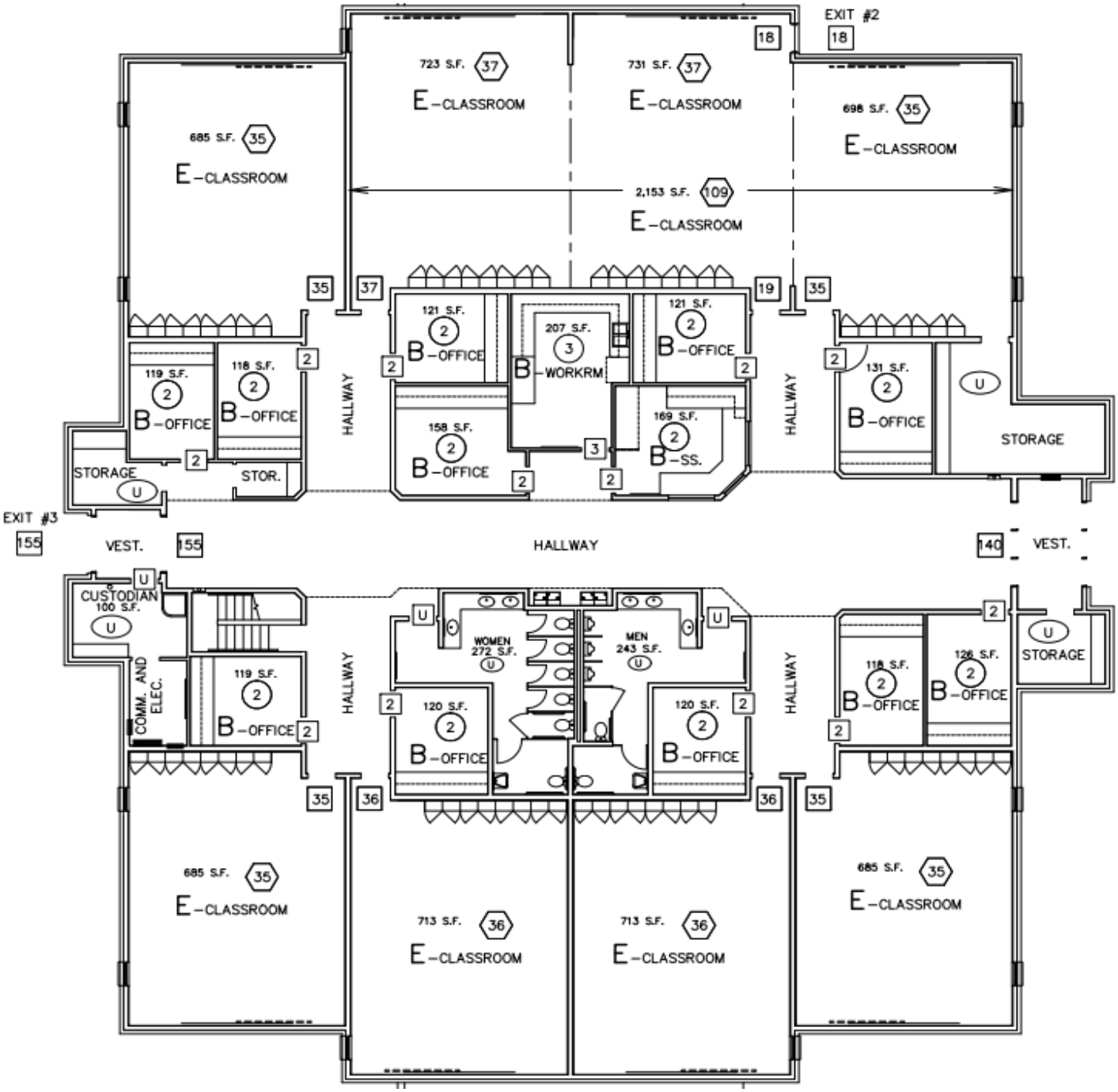
All costs are described are included in the Start-Up and Three-Year Operational Budgets (C.4 and C.5).

Business Plan

- **C.1 Facilities Acquisition**
- **C.2 Marketing and Student Enrollment**
- **C.3 Personnel**
- **C.4 Start Up Budget**
- **C.5 Three Year Operational Budget**

C.1
Facilities Acquisition

Exhibit C.1 – Layout of Space



C.1 Facilities Acquisition

This section will describe the facility necessary to implement the program described throughout this application package. It will discuss the arrangements for securing a facility, describe the process for ensuring the facility is ready for a timely commencement of operations, and describe costs associated with securing a facility and obtaining educational occupancy. It will present available facilities near the target site location that meet the educational and operational needs of FPA. It will also present a floor plan consist with the costs outlined in the budget and the needs described in the narrative.

A. Timeframe

We have not yet secured a facility, but have partnered with a real estate team that has successfully assisted multiple charter schools lease, modify, purchase, and build campuses and facilities. We have begun the process of reviewing several options within the area that meet our size, location, and amenity needs. Our intent is to continue exploring options until our charter is approved, and then move forward with specific plans to secure a facility within the target population. The following provides a timeline for facility acquisition and a narrative of scope and features considered in the search parameters.

Month	Task Overview
March 2019 – December 2019	Track viable real estate options for year 1 office space
December 2019	Charter Approval
January 2020	Lease negotiations, space planning
March 2020 – May 2020	Secure office space
June 2020 – July 2020	Begin move in
August 2020	AOI instruction begins (8/5/2020)
October 2020 – December 2020	Track viable real estate options for year 2 campus
January 2021	Lease negotiations, space planning, construction bids, compliance considerations
March 2021 – May 2021	Permits acquired, construction/renovation begins, code compliance monitoring
June 2021	Certificate of Occupancy, install campus furniture, fixtures, technology, and equipment
July 2021	Begin move in
August 2021	Campus instruction begins (8/4/2021)

Table C.1.1: Facility Acquisition Timeline

Planning and Year 1 Office Space

FPA intends to serve online students only in year 1. This will require office space ranging from 1,500 to 2,500 square feet to accommodate 7 staff members supporting an estimated 60 AOI students. In year 2, FPA intends to open a physical campus ranging from 5,000-12,000 square feet to serve an estimated 180 onsite students while providing support to 120 online students. In year 3, FPA anticipates expanding to serve 300 onsite students and supporting 240 online students.[150]

The image below shows the year over year anticipated student growth and identifies a general timeframe for securing facilities consistent with the year 1 target start date of August 5, 2020 and year 2

[150] Size determined by (number of students x 40sf/student) + (number of staff x 100sf/staff)

target start date of August 4, 2021. FPA's Principal Director will oversee the facility acquisition process and ensure adherence to desired timeframe and allowable budget.

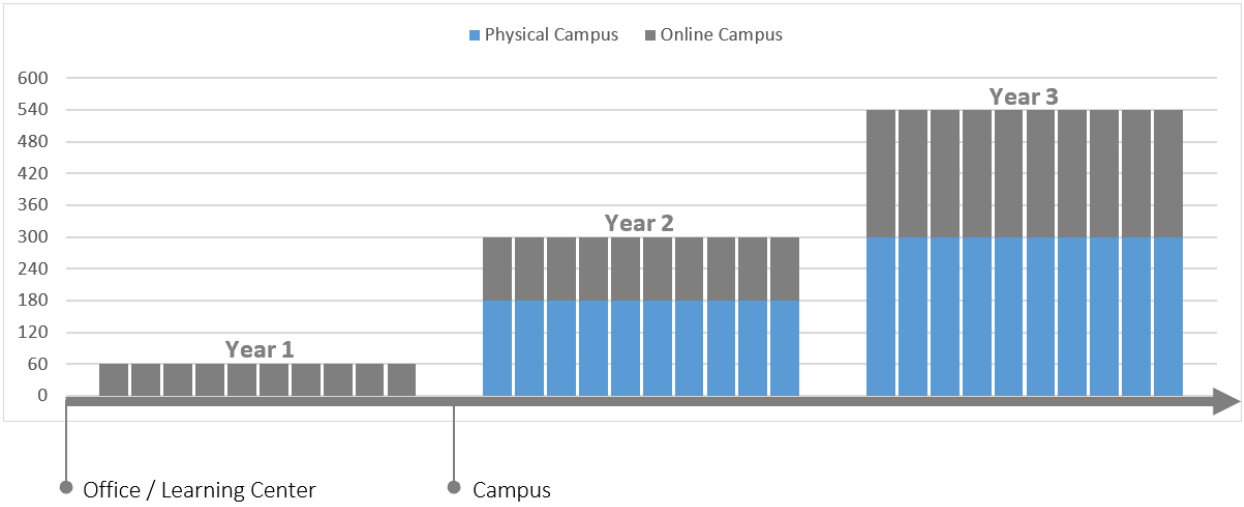


Image C.1.1: Projected Student Growth Timeline

Facility Needs – A student-focused, technology-driven learning environment

For year 1, FPA plans to lease space in an existing facility near the target site location beginning in June or July 2020. The anticipated year 1 office space is located at 111 W. Main Street where FPA has negotiated an all-inclusive sublet rate of $1,500 per month for 2,300 square feet within a 12,240-sf facility. This space includes offices, a conference room, and a classroom/meeting space for instruction and training. It also provides possibility of expansion up to 12,240-sf for years 2 and 3. It is conveniently located in front of the valley Metro Light Rail stop #18602 and 1/10th of a mile from the Mesa Arts Center. Additionally, the newly approved ASU Creative Futures Laboratory is scheduled to open in 2021 and will be within walking distance of 111 W. Main St. Based on location, size, amenities, and price, this facility appropriately meets FPA's staffing needs and is suitable to implement and maintain a successful program of instruction in year 1. If this space becomes unavailable, FPA will find and lease a comparable location within the general area within the timeframe prescribed.

Beginning in year 2, FPA intends to lease approximately 11,000 square feet beginning in June or July 2021 to provide on-site instruction to campus-attending students beginning August 4, 2021. The remainder of this section will focus on plans and details relating to this 2nd year campus space.

B. Facility Description

As discussed throughout this application, FPA facilities will be agile and functional with an emphasis on 21st Century technologies and real-world experiential learning. The attached site plan shown below is for an 8-classroom, 12-office, 11,323 square foot floorplan that accommodates 400 students with a 1 to 1 student to computer ratio. This floorplan provides a comfortable learning environment that integrates everything staff and students will need in a cost-effective layout. The site will be equipped with personalized student work stations, a conference room for group collaboration, break rooms, study rooms, instructional rooms, teacher and staff work areas, a lobby with a receptionist desk, and a possible area for dining and/or food prep. Each classroom will be equipped with projectors and computers. Additional contingency floor plans have been created to accommodate space restrictions and/or enrollment variability.

FPA Proposed Site Plan Layout A[151]: 8 Classroom – 11,323 sf – 400 student capacity

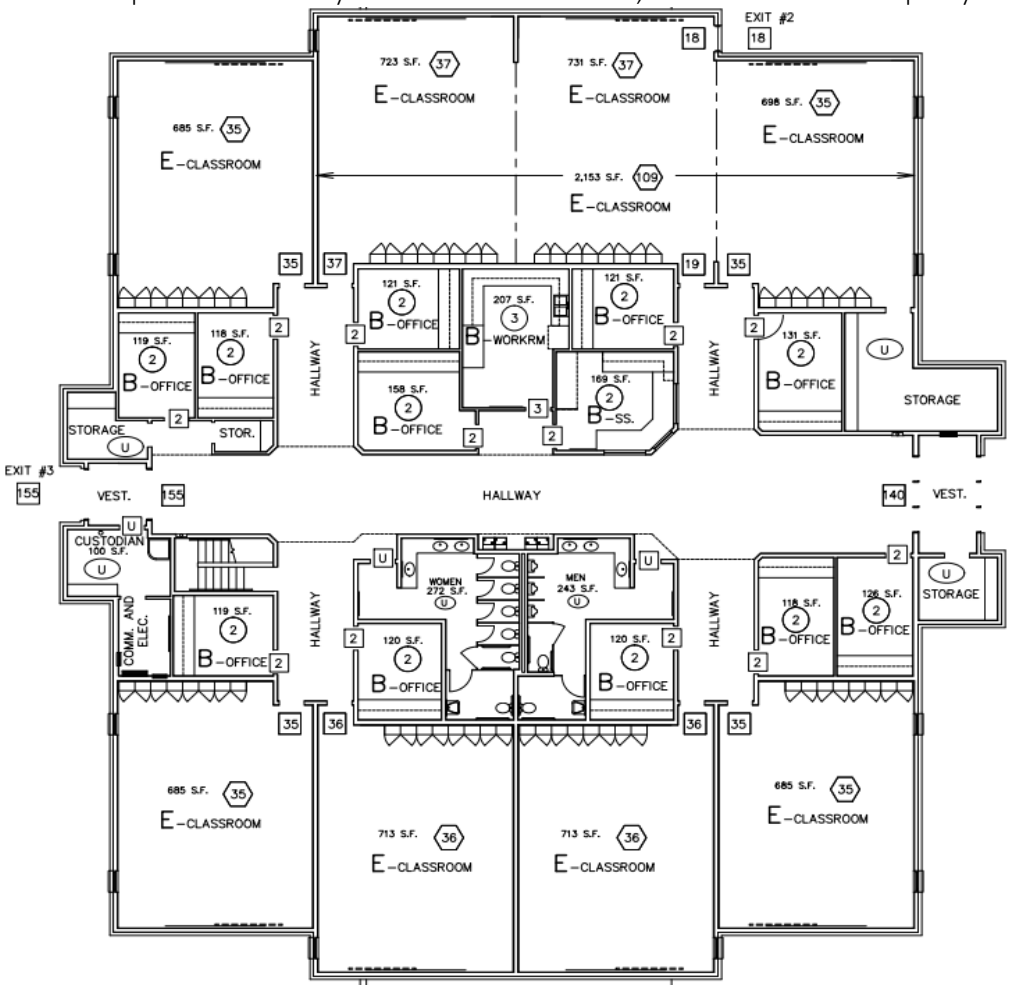


Image C.1.2: Projected Site Plan Layout A

Multiple available properties meeting our search parameters exist within a 2-mile radius of our target site location near Main and Center. The preferred solution for years 2 and 3 will be to remain at 111 W. Main Street and expand into the 12,240-sf of available office space. If enrollment or other needs require alternate or additional space, FPA's Principals and Directors will oversee the process of locating and leasing an appropriate facility consistent with the Target Start Date identified in the Target Population and in line with staff and student needs and budgetary allowance.

C. Consistency and Rationale

The layout of space shown above is consistent with the narrative.

The campus layout and design places the student at the center of his/her learning experience. The increased versatility of the floor plan allows FPA to more efficiently and effectively meet student needs. Smaller campuses serving 2 shifts instead of one reduces operating costs and facilities serving both onsite and offsite learners increases efficiency resulting in more opportunities for enhanced instruction, intervention, and support.

[151] FPA intends to lease existing space for years 1-3. Actual size and layout may vary and will be adapted to suit campus and enrollment needs

D. Costs

The following budget assumes office space occupancy in July 2020 and campus occupancy in July 2021. FPA will aim to keep total facility costs (Lease/Loan + Insurance + Utilities) to less than 10% of state and federal revenue.

	Year 1	Year 2	Year 3	Assumptions
Enrollment	60	300	540	
Online	*60*	*120*	*240*	
Onsite	*0*	*180*	*300*	
Estimated Size	2,300sf	7,200sf	12,000sf	Assumes 1200-2400 sq ft in year 1 for staff office space Assumes 40 sq ft per onsite student in Y2-Y3
Lease/Loan	$18,000	$182,400	$328,320	Assumes provided rate quote for Yr1 Assumes $16/sq ft per student for annual lease in Y2-Y3[152]
Insurance (P/C/L)	$2,500	$7,500	$12,500	Assumes quote estimate from insurance broker
Utilities	-	$45,600	$82,080	Assumes Yr1 Utilities included in rate quote Assumes $4/sq/ft in Y2-Y3
Total Facility Costs	20,500	235,500	422,900	Lease/Loan + Insurance + Utilities
Percent of Revenue	4%	8%	8%	Net Facility Costs as a % of total State and Federal funding

Table C.1.2: Facility Acquisition Cost Assumptions

Financial Arrangements

All necessary financial arrangements have been made to secure and maintain a site location. As shown in the start-up and three-year operational budgets of the finance section, a startup loan of $50,000 will be used in part to secure a facility in June or July of 2020. State equalization revenue will be used to cover a facility lease rate and/or finance a loan beginning in year 2. All costs are consistent with budget assumptions described in C.4 and C.5.

E. Consistency

Content in C.1 is consistent with all sections of the application package

F. Available Facilities

FPA has not yet secured a facility but intends to immediately following charter approval. This section will identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.

The following map shows FPA's Y1-Y3 target site location (green) as well as 6 possible alternative sites (blue) and 2 potential lots for a possible future campus build (yellow). It also shows the Mesa Arts Center and the future site of ASU's 118,000 sf Digital Innovation Center opening in 2021 (maroon). The attached

[152] Assumption includes AOI students allowing FPA to secure and provide online students physical meeting spaces beginning in Y2

property descriptions show that there are multiple properties within a 1-2 mile radius that can meet FPA's facility needs. If FPA is unable to secure the property at 111 W. Main Street, then management will secure one of the other available properties within the target area.

MESA-FPA Target Sites 2020

- 111 W Main St (12,240sf @ $8/sf)
- 20 S Morris (14,000sf @ $10/ft)
- 502 W 3rd Ave (29,000sf @ $7.50sf)
- 555 W 2nd Ave (18,000sf @ $7.80/sf)
- 718 E Main St (8,000sf @ $15/sf)
- 827 E Main St (25,000sf @ TBD)
- 1225 W Main St (228,000sf @ $12/sf)
- Land 1
- Land 2
- ASU Digital Innovation Studio
- Mesa Arts Center

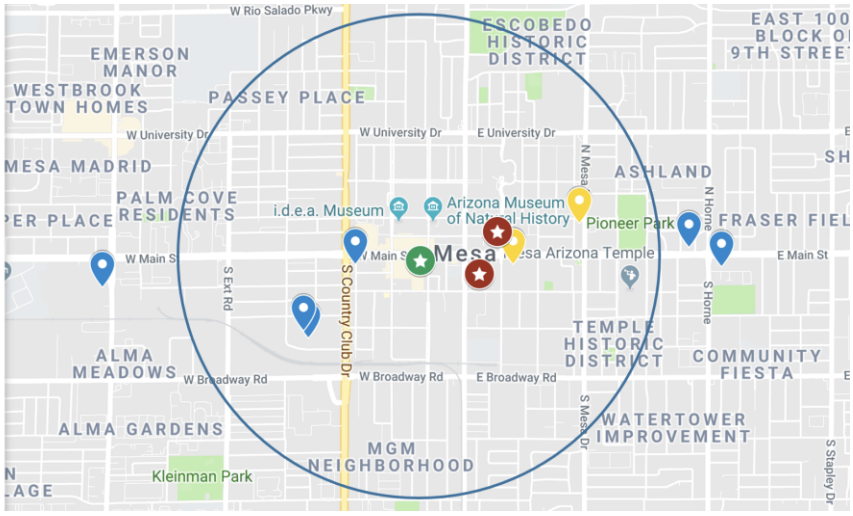
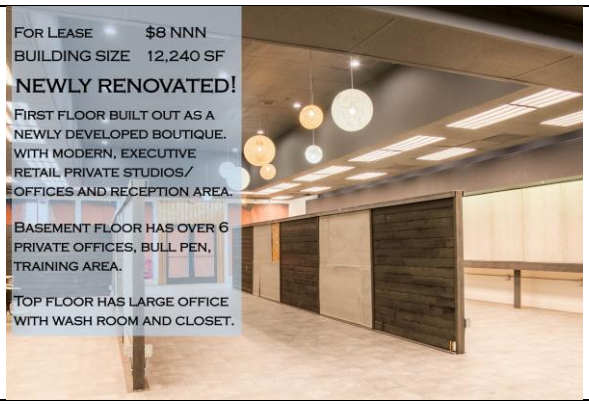


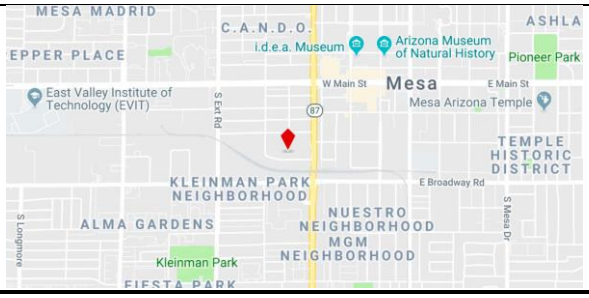
Image C.1.3: Projected Target Sites - Map

111 W Main Street



20 S. Morris Street

502 W. 3rd AVe.



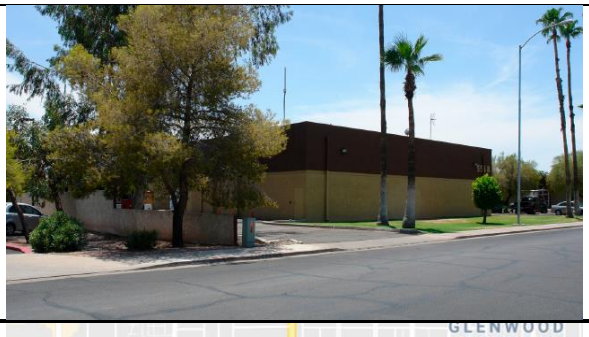
1st Floor, Ste 11-12

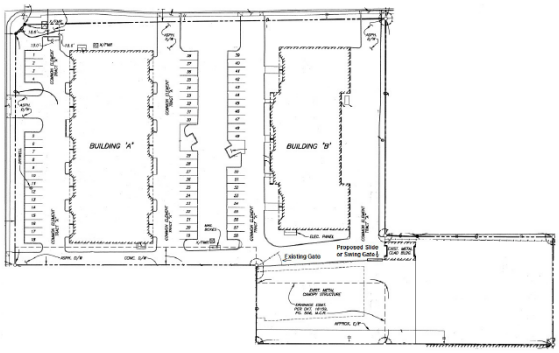
Rental Rate	$7.44 /SF/Yr	Lease Term	Negotiable
Service Type	Modified Gross	Date Available	Now
Space Available	3,829 SF	Space Use	Industrial
Space Type	Relet	Floor	1st Floor

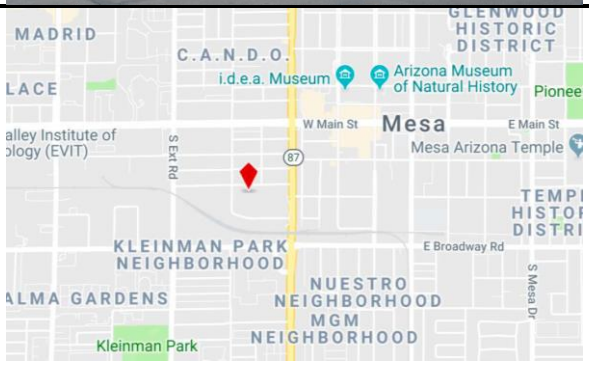
1st Floor, Ste 13-14

Rental Rate	$7.44 /SF/Yr	Lease Term	Negotiable
Service Type	Modified Gross	Date Available	Now
Space Available	4,975 SF	Space Use	Industrial
Space Type	Relet	Floor	1st Floor

555 W. 2nd Ave







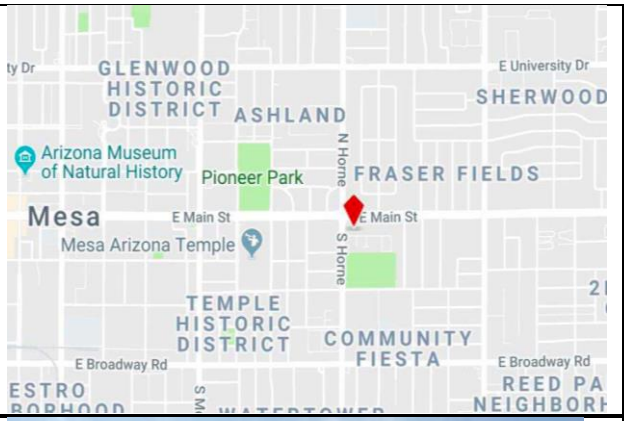
718 E Main Street

OFFICE/RETAIL PROPERTY FOR LEASE

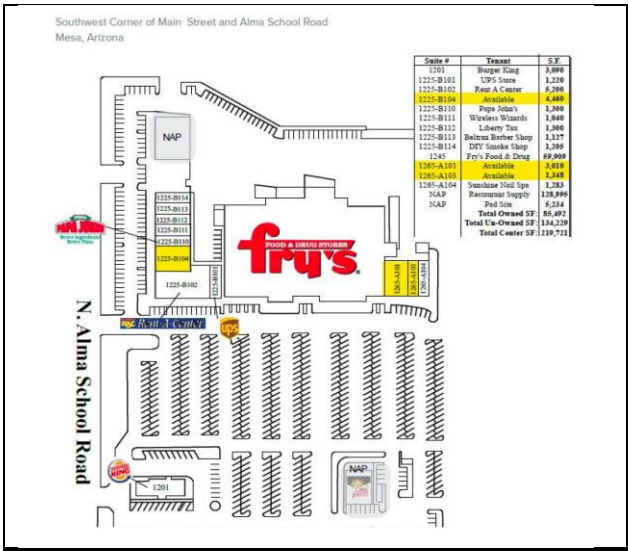
Rental Rate	$15.00 /SF/Yr	Property Sub-type	Storefront Retail/Office
Total Space Available	7,800 SF	Gross Leasable Area	8,000 SF
Max. Contiguous	2,700 SF	Year Built	1979
Property Type	Retail		

Listing ID: 13721729 Date Created: 3/6/2019 Last Updated: 4/4/2019

827 E Main St



1225 W. Main St



MAIN STREET PLAZA

Rental Rate	$12.00 /SF/Yr	Frontage	1,281' on W Main St
Center Type	Community Center	Gross Leasable Area	228,700 SF
Parking	1,426 Spaces	Total Land Area	27.14 AC
Zoning	C-2	Year Built	1997
Center Properties	8	Cross Streets	Alma School Rd

Listing ID: 14440480 Date Created: 3/22/2017 Last Updated: 3/28/2019

Other

FPA has also explored options of leasing space within Mesa's 210,000 sf Arts Center and ASU's in-development 118,000 sf Digital Innovation Campus. If enrollment supports buildout of a physical campus in Y2 or Y3, then FPA Principals and Directors will work with American Charter Development and Finance, or a similar 3rd party management company with a successful track record of building turnkey facilities for charter schools, to explore available options. Preliminary research shows potential lots within the target area that may provide a better long-term solution than leasing and modifying existing office space. If and when that decision comes, then FPA will carefully consider all viable options with student needs and academic success in mind.

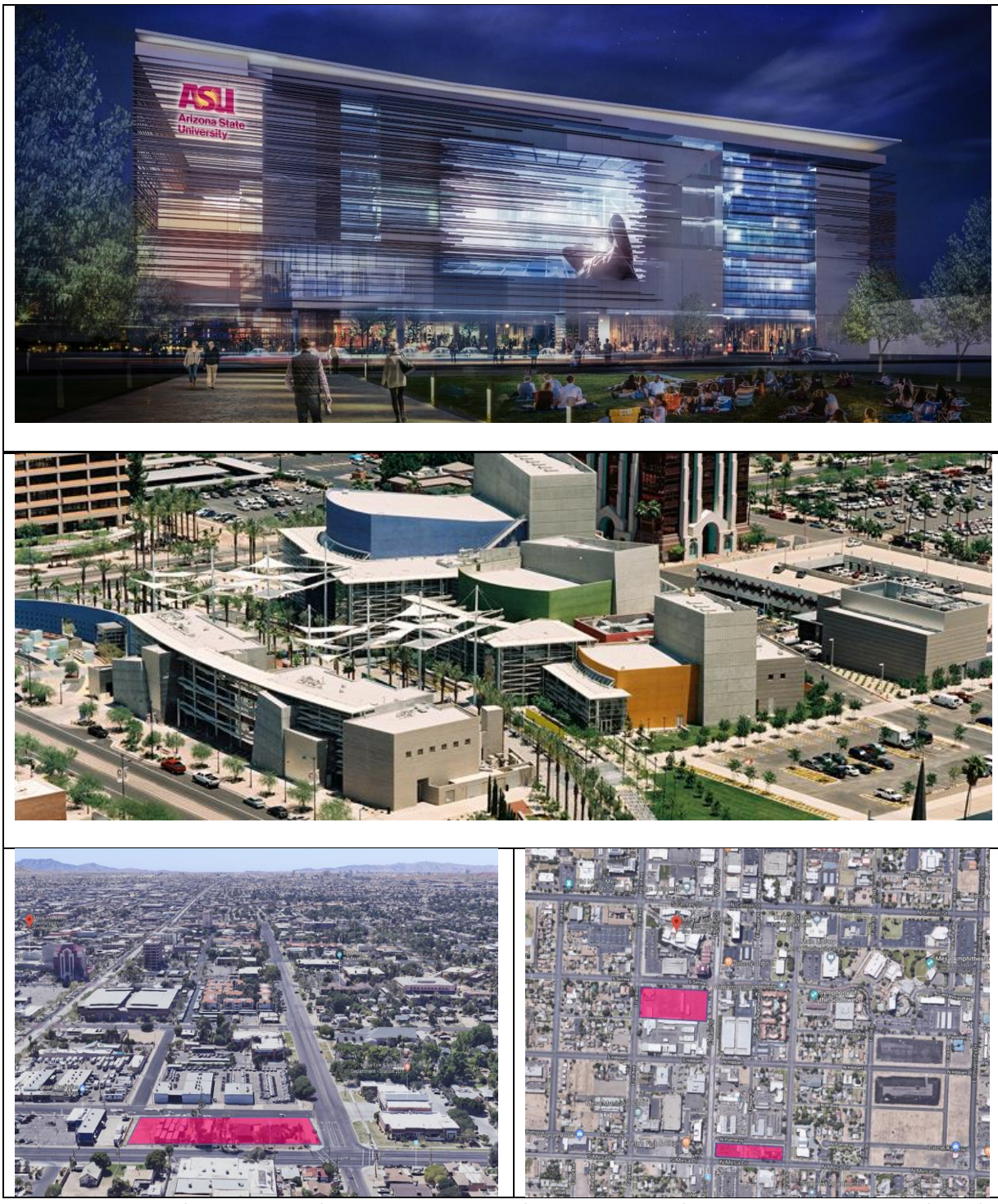


Image C.1.4: Alternative Facility Space: ASU Digital Innovation Studio, Mesa Arts Center, and Land

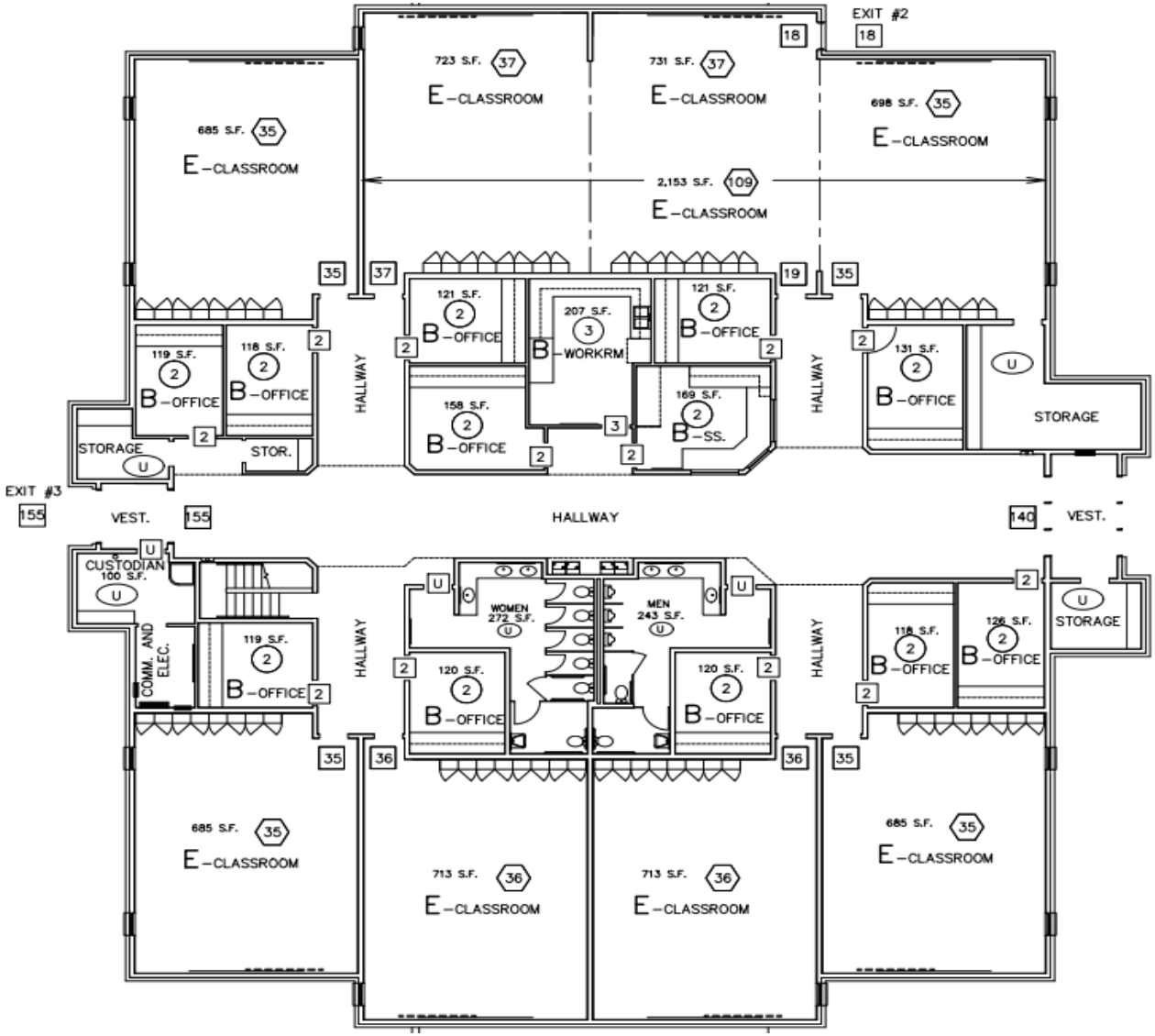


Image C.1.5: Projected Site Plan Layout A

FPA Proposed Site Plan Layout B: 4 Classroom – 6,209 sf – 255 student capacity

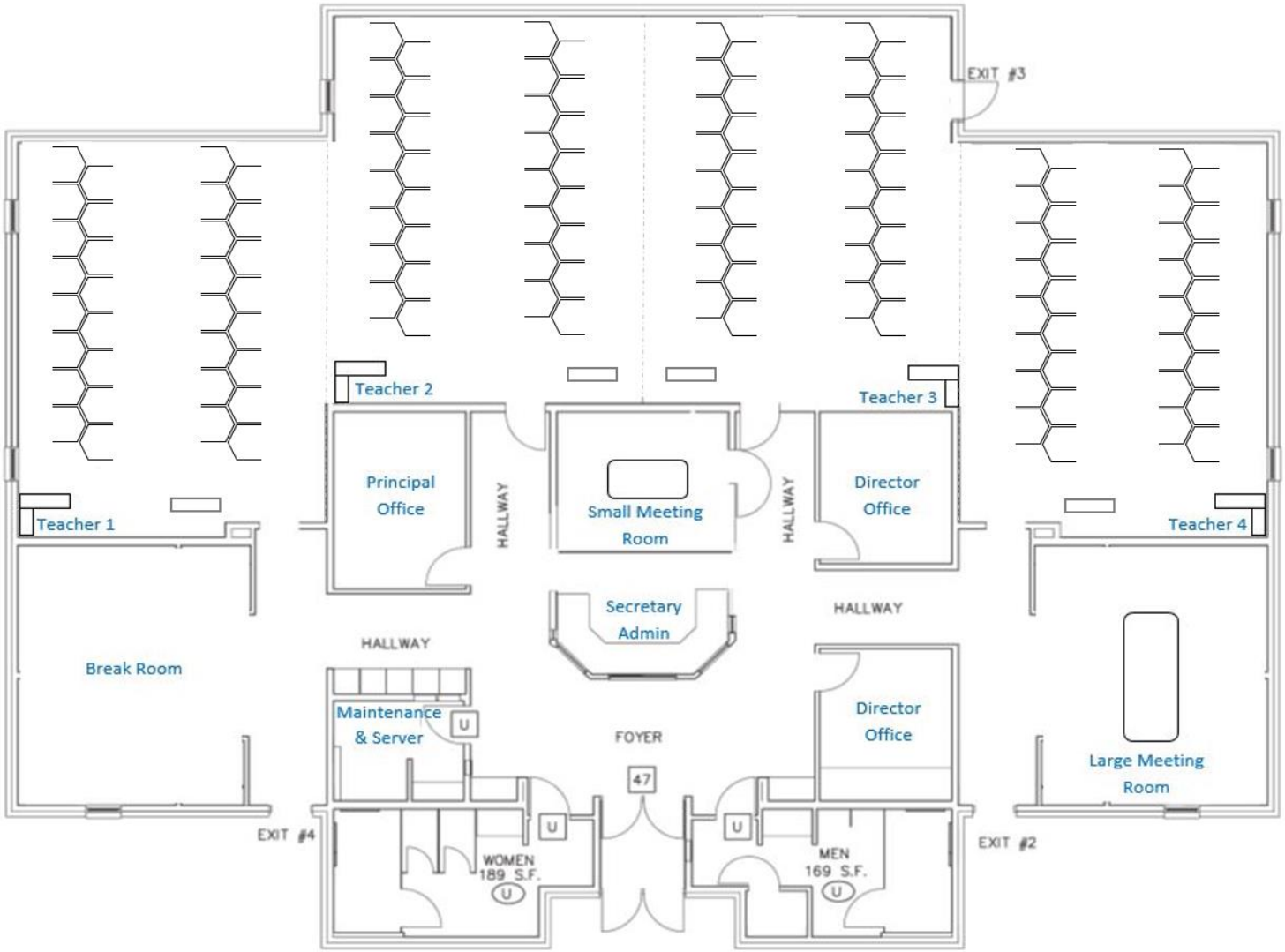


Image C.1.6: Proposed Site Plan Layout B

FPA Proposed Site Plan Layout C: 6 Classroom – 9,406 sf – 300 student capacity

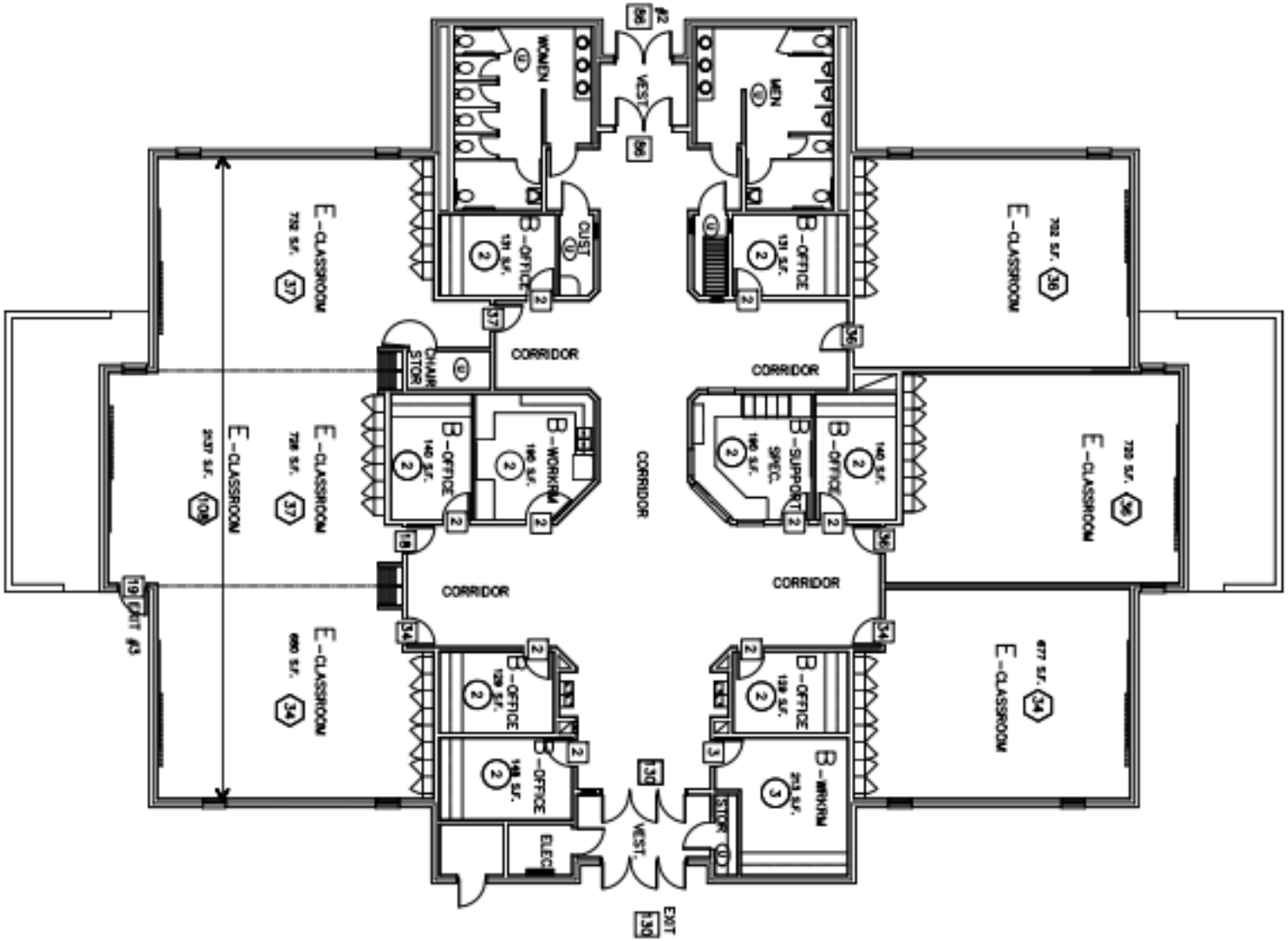


Image C.1.7: Proposed Site Plan Layout C

C.2

Marketing and Student Enrollment

C.2 Advertising and Promotion

This section will describe the advertising and promotion plan to attract parents and students to the school that will support the number of students and state equalization assistance included in the Three-Year Operational Budget. It will provide a clear description of a viable plan with associated costs and a timeframe to reach FPA's targeted enrollment figures.

A. B. Marketing Plan and Timeframe

The narrative and tables below will outline FPA's viable and adequate timeframe for recruiting students consistent with the start-up date of 8/5/2020 and that supports the number of students included in the three-year operational budget.

Advertising and Promotion Plan for Recruitment that Supports Enrollment

Freedom Prep will be both a community school as well as a destination school. In servicing the local community, FPA will advertise and promote within the neighborhoods surrounding the school. Freedom Prep will deliver information and messaging through various channels, from strong grassroots efforts at the community level to brochures & flyers, events, social media, and online. Target Population analysis indicates that there are many reasons why students will seek to enroll at FPA. FPA's STEM and Technology tracks are not only consistent with state and national education priorities, but also aligns with local priorities within the target population. With unique features including flexible schedules, certificate track programs, a technology-rich learning environment, unique electives, extra-curriculars, and experiential learning activities, FPA will become a destination school that attracts and serves students from communities beyond the immediate surrounding neighborhoods.

To reach projected enrollment, Freedom Prep Academy will execute a strong and strategic advertising and promotion plan to attract the necessary number of students to operate a high-quality charter school. Projected enrollment for year 1 is 60 students, year 2 is 300 students, and year 3 is 540 students. Multiple contingency plans have also been projected to ensure successful operations and account for potential enrollment variability (see B.3).

	Year 1		**Year 2**		**Year 3**	
TOTAL	**60**		**300**		**540**	
	AOI	Campus	AOI	Campus	AOI	Campus
7	30		30	30	60	30
8	30		30	30	60	30
9			30	60	60	60
10			30	60	60	60
11					60	60
12						
Sub Total	60	0	120	180	300	240
TOTAL	**60**		**300**		**540**	

Table C.2.1: FPA Projected Enrollment

Freedom Prep anticipates fulfilling its full enrollment goal of 60 students in the first year, 300 students in the second, and 540 students in year three. FPA will take a proactive approach to advertise and promote during the start-up phase of the school and to continue advertising efforts in the second year, the third year, and thereafter to ensure enrollment goals are reached. FPA's recruitment team will initially consist of the administrative team, consisting of the board and its advisory members (see B.1), and will expand to include members of the staff once they are hired prior to the start of school year. While the board has already engaged in initial community outreach efforts and developed valuable partner relationships, a more comprehensive advertising and promotion plan will begin immediately after charter approval to ensure the school's enrollment goals are met prior to start-up.

FPA will use the following advertising and promotion efforts:

- Establishing Community Partnerships and Outreach Programs
- Developing a quality, service-oriented website
- Establishing and Maintaining relevant Social Media accounts such as Facebook, Twitter, and LinkedIn
- Sending information packets to local schools
- Establishing business relationships for sponsorship, donations, and outreach opportunities
- Advertising in local businesses, websites, and publications
- Print materials such as door hangers, flyers, and brochures
- Creating and posting signs and banners
- Newsletters to local community
- Open House Events

A Viable and Adequate Timeframe to Attract Enrollment[153]

Freedom Prep's advertising and promotional timeframe and corresponding costs are viable and adequate to attract the projected student population identified in the Start-Up Budget. The marketing goal of FPA's start-up plan is to build early awareness and anticipation for FPA's launch. Targeted stakeholders include: students, parents, educators, community service providers, and the business community. The role of the administrative team (referred to as marketing team) will be to illuminate local needs and show how Freedom Prep will be well equipped to meet these needs. FPA's marketing team will seek to reach target enrollment of students as early as possible in order to open a thriving school within the projected timeline.

FPA recognizes that early enrollment is important for a number of reasons. (1) Academic preparation and goal setting can begin to attract students well in advance of the first day of school. (2) Committed students and families will support the advertising and promotion of the school through word of mouth and may become directly involved in marketing efforts. (3) Parents and other stakeholder groups will have an opportunity to stay in steady contact with the marketing team and help shape and develop marketing strategies and school offerings. (4) Early

[153] Adapted from Highland Prep, an Arizona Charter School and Pensar Academy, an Arizona Charter School.

membership and relationship building encourages stakeholder volunteer efforts. (5) Reaching target enrollment goals early helps with budgeting and allocating human and material resources.

The following table provides a detailed timeline of advertising and promotional events for pre-startup and startup that will be overseen by the marketing team. Pre-start up refers to advertising efforts prior to charter approval and startup refers to efforts after charter approval. The table shows the timeframe, strategy and description of events, essential details and materials needed, estimated enrollment, and estimated costs.

Time	Strategy / Description	Essential Details / Materials Needed	Enrollment Estimate	Cost Estimate
March 2019	General outreach	Members of the administrative team (marketing team) have lived in the target area and have strong family and community roots and are actively involved in many civic organizations. Marketing team members will use their community contacts to notify prospective students and stakeholders.	5	$0
March 2019	Acquire domain for website	A marketing team member has purchased and donated domain names for FPA.	-	$0
March 2019	Acquire Phone numbers	The marketing team has secured 3 Google Voice numbers and voicemails to be used for advertising and promotion.	-	$0
March 2019	Targeted Outreach	The U-Turn Foundation provides housing and counseling services to 30 high school aged youth, and outpatient-counseling services to an additional 90 high school aged youth. The marketing team will reach out to the U-Turn Foundation's owner to discuss potential student enrollment.	5	$0
April 2019	Targeted Outreach	AZ Code Club, owned and operated by a member of the marketing team, provides free computer coding classes to over 40 Junior High aged students at the Mesa Public Library located 0.3 miles from FPA's target site location. Marketing team will reach out to students and parents of AZ Code Club.	5	$0
April 2019	Targeted Outreach	Marketing team will establish a community partnership with the Mesa Arts Center to help accommodate students' extracurricular needs. The Mesa Arts Center (MAC) is a 210,000 square foot performing and visual arts complex located less than half a mile from FPA's target site location. The center includes 14 visual and performing art studios to "enrich community, promote educational outreach, and foster an appreciation for the arts." The marketing team has negotiated with MAC Studio Arts Director Billy Jones to provide extracurricular classes and activities for Freedom Prep students before and after school. These extracurricular activities may	-	$0

		include music, theater, photography, pottery, graphic arts, dance, and jewelry. These offerings will be advertised on site at the Mesa Arts Center to prospective students, parents, and stakeholders visiting the arts center as well as on FPA's website and relevant social media sites.		
May 2019	Targeted Outreach	Marketing team will reach out to Cinematic Pop, a classical crossover phenomenon that combines choir, orchestra and soloists to perform popular rock and pop songs. Cinematic Pop is widely known, it was featured on America's Got Talent and has performed to sold-out audiences at the Mesa Arts Center. Cinematic Pop draws many of their performing artists from the target community. Marketing team will work with CP to advertise FPA's curricular offerings via their 5,000+ member email list.	5	$0
May 2019	Targeted Outreach	Infusionsoft is a software solutions provider for small businesses. In 2013, Fortune Magazine ranked Infusionsoft Arizona's top place to work for Millennials and the 17th Best Medium Workplace in the United States. Marketing Team members know the owners of Infusionsoft and have already developed a relationship to allow students to tour their Chandler-based Facilities. This feature will be advertised on FPA's web and print ads and this relationship will be leveraged for future marketing and sponsorship opportunities.	-	$0
February 2020	Set up Social Media and begin FB Ad Campaigns	Hire 3rd party digital marketer to set up and manage social media accounts (FB, Instagram, LinkedIn, Twitter) and run FB Ads Mar - July. Accounts will be used to continue word of mouth campaign through social media. They'll allow FPA to update stakeholders of upcoming events, staffing needs, and school developments. FPA will also create a Coming Soon page for the school website.	15	$5000
March 2020	Launch Website	Launch website to advertise FPA's offerings to parents and students. Site will include necessary enrollment forms including: Health Screening Form, School Policies, Support Agreement, Media Release Forms, Home Language Survey, Emergency Contact Cards, No Child Left Behind Survey, McKinney-Vento Homeless Survey, and Records Request Forms (B.3). Social media sites will direct students to school website.	-	$3,000
March 2020	Local School Outreach	Advertise FPA middle school at local elementary schools. Advertise FPA high school at local middle	5	$0

		schools (Kino, Carson, Poston, Taylor, Stapley, Rhodes). Relevant Mesa Public School Dates:		
April 2020	Purchase Promotional Booth, Banners, and Flyers	Purchase promotional items for promotional events. Items to include: 1 10'x10' tent = $253.94 2 6' folding tables = $81.88 4 chairs = $81.88 2 feather flag banners = $79.42 2 10'x5' printed signs = $350 15,000 flyers Half page 14pt ultra-thick cardstock, full color, double sided = $1,252.88	-	$2,100
May 2020	Flyer Delivery #1 of 2	Deliver 9,000 door-to-door post-card flyers in the area directly surrounding the community.	10	$1,530
May 2020	Promotional Booth Event #1 of 2	FPA will set up a promotional booth and distribute flyers outside the Mesa Public Library located less than half a mile from the target site location. The marketing team will manage the booth.	5	$0
May 2020	Promotional Booth Event #2 of 2	FPA will set up a promotional booth and distribute flyers at the Mesa Arts Center located less than half a mile from the target site location. The marketing team will manage the booth.	5	$0
May 2020	Open House #1 of 3	Host a Ribbon Cutting Ceremony with a notable representative from the community. Invite Media. Refreshments provided at a cost of $150.	5	$150
June 2020	Flyer Delivery #2 of 2	Deliver 9,000 door-to-door post-card flyers in the area directly surrounding the community – Announce open house and invite stakeholders to attend.	10	$1,530
June 2020	Open House #2 of 3	Host an Open House with a Special Guest from the Community. Refreshments will be provided at a cost of $150.	5	$150
July 2020	Open House #3 of 3	Host an on-site Open House to welcome the community, currently enrolled students and their families, and prospective students and their families. Refreshments provided at a cost of $150.	-	$150
2020-2022	-	*Marketing and enrollment efforts will continue each year following a similar timeline as above, Throughout the year, additional emphasis will be directed toward branding, digital marketing, and retention. FPA has allocated $200 per enrolled student per year toward these efforts (See Three Year Operational Budget C.5).*	-	-
TOTAL			80	$13,610

Table C.2.2: Marketing Timeline and Cost Estimates

As shown, an early effort will be made to notify the local community and generate general exposure and awareness of FPA's offerings. With an established base of supporters and upon charter approval, FPA will aggressively market within the target population through proven promotional campaigns such as: social media (Facebook, Instagram, Twitter, LinkedIn), flyer distribution, print and banner advertisements, promotional booths, area events, school and business outreach, and open houses. The projected new student enrollment resulting from these marketing efforts is conservatively estimated at 80 students. This exceeds the year 1 projected enrollment of 60 but still falls within enrollment capacity (C.5).

After start-up, FPA will continue to operate a strong and focused marketing campaign. Under the direction of the Principal Director, FPA will identify the most successful marketing mediums outlined above and continue to utilize these methods to ensure target enrollment numbers are met and maintained for years 1-3 and beyond.

In years 1-3, FPA will allocate $200 per enrolled student per year toward marketing, advertising, and retention efforts (see C.5). As FPA expands beyond year three, management will continue this strategy to ensure future sustainability and success.

The total advertising and promotion expenses for start-up and year 1 total $25,110, for year 2 $57,000, and year 3 $102,600. These totals align to the 3-year operational budget sheet and the 3-year operational budget assumptions shown in C.5 and are viable and adequate to reach and maintain the projected target enrollment figures.

Table C.2.4: Advertising and Promotion Cost Summary for start-up and years 1 through 3

Start-Up	Year 1	Year 2	Year 3
$13,610	$11,400	$57,000	$102,600

Table C.2.3: Advertising and Promotion Cost Summary for Year 0 to Year 3

The 3-year total projected spend on Advertising and Promotion is $184,610. This total represents 2.31% of FPA's projected gross state equalization revenue over the same period. In analyzing over a dozen marketing budgets of recently approved AZ charter applications, this allocation as a percentage of gross revenue is higher than average, but still below the 7-8% recommended allocation set by the Small Business Administration.[154] The rationale for a comparably strong marketing budget is to ensure enrollment goals are met in a timely manner and then maintained for successful operations. Some charters fail not for a lack of good ideas, but failure to attract enough students to sufficiently fund their program of instruction. Based on market research, FPA is confident this plan is viable and adequate to reach projected enrollment totals.

[154] As a general rule, small businesses with revenues less than $5 million should allocate 7-8% of their revenues to marketing. https://www.sba.gov/blogs/how-set-marketing-budget-fits-your-business-goals-and-provides-high-return-investment

C. Costs

Cost details and sources are shown in Tables C.2.2, C.2.3, and C.2.4 above. All expenses will be closely monitored by management to ensure proper use of resources and timely achievement of target enrollment goals.

D. Description of How Costs are Viable and Adequate

The plan described above is viable and adequate to attract our desired student population. Over 27,000 students in grades 7-12 attend a school within a 5-mile radius of our target site location (see A.2). Our enrollment projections are based on a conservative estimate of attracting just 1-2% of this population. This is a very attainable goal, particularly because our plan:

- Includes a significant number of hours dedicated to local relationship development within the community
- Leverages existing partnerships and relationships within the area.
- Emphasizes low-cost, high-reach efforts such as social media and online outreach
- Utilizes traditional, direct-marketing efforts such as print and mail.

Further, our intentionally conservative year-1 enrollment target of just 60 students makes success more attainable. Research of past charters shows that a modest year 1 start can help the founding team better manage ambiguity and adapt to change which in turn sets the charter up for future success.

Adaptability and Data Driven Feedback Loops
Although we have described a timeline and plan that includes multiple marketing efforts, we will carefully monitor and track our ROI and adjust practices based on feedback loops and positive results.

E. Ensure Costs as Described in the Start-Up and 3 Year-Operational-Budget

The total cost for advertisement and promotion for the startup year is $13,610. This aligns to the figures in the start-up budget (C.4). The total cost for advertisement and promotion for years 1-3 is $11,400 in year 1, $57,000 in year 2, and $102,600. This aligns to the figures in the 3 year-operational budget (C.5).

F. Fair and Equitable Admission Requirements & Enrollment Documents

As a tuition free public charter school, FPA will accept eligible students without restriction to geographic boundaries. Pursuant to A.R.S. §15-184, FPA will not discriminate based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, athletic ability, or any other legally protected class. FPA will accept all eligible students unless the number of applications exceeds the capacity of a program, class, grade level, or building.

Admission Requirements

FPA will follow Arizona Department of Education admissions guidelines, regulations, and statutes. General enrollment requirements include:

- Student must live in the state of Arizona
- Student must be under 22 years of age
- Student must not have previously graduated from another public high school
- Student must complete an enrollment application

Enrollment Documents

Students interested in and eligible to enroll must complete an enrollment application and submit all necessary forms along with a copy of their Birth Certificate and Immunization Records. The enrollment application and the following forms will be made available in both English and Spanish on FPA's website:

- Birth Certificate or other identifying documentation per A.R.S. § 15-828
- Immunization Records
- Student Enrollment Form (See attached Exhibit)
    - Personal Information Form
    - Emergency Contact Card
    - Health Conditions Form
    - Prior School Attendance Form
    - Special Requests and Accommodations Form[155]
    - Legal, Custody, and Court Documentation Form
    - Disciplinary Disclosure Form
    - McKinney-Vento Homeless Survey
    - Primary Home Language Survey
    - Proof of Arizona Residency Documentation Form per A.R.S. § 15-802
- School Policies Support Agreement Form
    - Media Release
    - Internet Use Policy
    - Consent for Off Campus Activity
    - Physical Activity Consent Form
    - Records Request Form
        - Verification of Withdrawal from Previous School (if applicable)
        - Unofficial Transcripts (if applicable)
        - 8th Grade Certificate and Final Report (if applicable)
        - Attendance History (if applicable)
        - Copy of Former IEP and MET (if applicable) [156]

G. Enrollment Procedures (Timeframe, Process, and Documentation)

FPA will enroll all eligible students until capacity is reached. According to HB2494, and amended ARS§15-184, priority enrollment will be awarded to the following students:

- Children of employees or governing board members

[155] An IEP and/or evaluation is not required for admission but is required for services.

[156] An IEP and/or evaluation is not required for admission but is required for services.

- Children with siblings already attending

Primary enrollment preference will be given to (1) students who are children of employees or governing board members and (2) siblings of returning students. Students currently enrolled in and attending FPA in good standing remain enrolled for the following school year and are not required to submit a new application. Remaining enrollment spots will be made available via the equitable enrollment process.

All non-priority-eligible students will have an equal opportunity to attend FPA. This will be ensured by utilizing a lottery system[157] for any grade that reaches site capacity before the end of pre-enrollment.[158]

Interested students or their families will complete letters of intent to enroll that will be made available online at FPA's website by February 1, 2020. Letters of intent to enroll will only include contact information and no additional personal information. This will ensure that no other factors – including language, racial or ethnic background, gender, or special education status – will be taken into account in enrollment procedures. Letters of intent to enroll will be available online each year during pre-enrollment (February 1 - May 31).

If by the end of the pre-enrollment window there are more students who have completed letters of intent to enroll than available openings in a given grade level, a blind lottery will be held to determine enrollment. On June 1, 2020, a third party will randomly pick names of students who submitted an intent to enroll until the grade level has been filled. After the grade level has been filled, the remainder of the forms will be picked to establish the order of the waiting list should any previously selected students choose not to or fail to enroll. After the lottery, families will be contacted regarding their enrollment status and will be able to officially enroll. It is important to note that the charter contract will be signed prior to any student completing an enrollment packet.

All forms will be provided in both English and Spanish.

Compliant with ARS §15-184, FPA will include all students in the lottery who have submitted the Intent to Enroll Form on time, and will enroll all students selected through the lottery who complete and submit the school's enrollment forms until a grade is full.

If a completed enrollment packet is not received within 10 business days of the lottery, the student's spot is automatically withdrawn and the next student on the waiting list is invited to enroll.

Pre-Enrollment will run February 1, 2020 – May 31, 2020. Open enrollment begins June 1, 2020 and will remain open until site capacity is reached.

Applications for Re-Enrollment

As stated above, students currently enrolled in and attending FPA in good standing remain enrolled for the following school year and are not required to submit a new application or go through the lottery process. Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students. Students who withdraw before the last day of the current school year must also reapply for admission and will follow the procedures outlined above for new students.

[157] Lottery system adapted from Western School of Science and Technology, Inc. an Arizona based Charter School
[158] Subsequent years' pre-enrollment period will be the first day of February through the last day of May.

H. Enrollment Targets

Enrollment targets are based on a modest 1-2% market penetration of the existing target population. Current public district and charter schools operating within a 5-mile radius of FPA's proposed site location serve 6,896 students in grades 7-8 and 20,584 students in grades 9-12 (See Target Population A.2). Our Y1-Y3 projections anticipate enrolling 1-2% of this population. Based on market research of student needs and wants, as well as qualitative advantages that help extend our reach and bring students to us (i.e. the Valley Metro Rail, the Mesa Arts Center, ASU's future extension campus, and distance learning opportunities) we believe the numbers shown below are viable and adequate.

	Year 1		**Year 2**		**Year 3**	
	AOI	Campus	AOI	Campus	AOI	Campus
7	30		30	30	60	30
8	30		30	30	60	30
9			30	60	60	60
10			30	60	60	60
11					60	60
12						
Sub Total	60	0	120	180	300	240
TOTAL	**60**		**300**		**540**	
Max	***+10%***		***+10%***		***+10%***	
Min	***-10%***		***-10%***		***-10%***	

Table C.2.4: Projected Student Growth Chart

FPA has a conservative Y1 enrollment estimate of 60 students in grades 7 and 8. This enrollment target represents a comfortable break-even point which allows us to fully implement and operate a successful program of instruction. As shown in the Three-Year Operational Budget in C.5, 60 students provides sufficient revenue to support all necessary administrative, instruction, support, operations, and maintenance expenses. Based on market research and existing interest within the target population, we are confident our marketing plan is more than adequate to meet and surpass this modest goal.

In Years 2 and 3, target enrollment rises to 300 and then 540 students with approximately 60% attending a Physical Campus and 40% attending Online. Y2 and Y3 growth is supported by an aggressive marketing plan, the opening of a new physical campus, the addition of grades 9-11, and an additional year of marketing, advertising, PR, and community outreach within the target population. FPA is confident in our enrollment projections and our capacity to meet or surpass these goals within the prescribed timeframe.

A unique benefit of our instructional model is the ability to flexibly adapt to change. To account for enrollment variability, FPA has projected contingency plans to operationally support enrollment at 10% above or below current targets. If enrollment falls outside this range, then Principals and Directors will reexamine and adjust FPA's existing operational plans to appropriately meet the needs of students and staff.

I. Compliance

All processes, procedures, and documentation used in FPA's enrollment process are compliant with all applicable state and federal statutes, Rules, and policies.

FREEDOM PREPARATORY ACADEMY: STUDENT REGISTRATION FORM - PART A

LAST NAME:

STUDENT INFORMATION

SCHOOL:	SCHOOL YEAR:	TEACHER:	ROOM:	GRADE:
STUDENT'S LEGAL NAME *(AS IT APPEARS ON THE BIRTH CERTIFICATE)*: LAST NAME FIRST NAME MIDDLE NAME			LAST NAME GOES BY:	GENDER:
ADDRESS: CITY: STATE: ZIP CODE:			NICKNAME:	
MAILING ADDRESS IF DIFFERENT FROM ABOVE: CITY: STATE: ZIP CODE:			PHONE **(REQUIRED)**: ☐ CELL ☐ HOME WORK ☐ CHECK IF UNLISTED ☐ DO NOT USE EXCEPT FOR ATTENDANCE AND EMERGENCIES	
BIRTHDATE:	BIRTHPLACE (CITY, STATE):	CUSTODY ISSUES: ☐ YES ☐ NO **IF YES — PROVIDE COURT DOCUMENTS TO SCHOOL OFFICE.**		

NOTE: THIS INFORMATION IS REQUIRED BY THE U.S. DEPARTMENT OF EDUCATION.

ETHNICITY: (CHECK ONE)
☐ HISPANIC/LATINO ☐ NOT HISPANIC/LATINO

RACE: (CHECK ONE OR MORE, REGARDLESS OF ETHNICITY) ☐ AMERICAN INDIAN/ALASKAN NATIVE ☐ BLACK/AFRICAN AMERICAN ☐ NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER ☐ ASIAN ☐ WHITE

WHAT IS THE PRIMARY LANGUAGE USED IN THE HOME REGARDLESS OF THE LANGUAGE SPOKEN BY THE STUDENT? _____

WHAT IS THE LANGUAGE MOST OFTEN SPOKEN BY THE STUDENT? _____

WHAT IS THE LANGUAGE THAT THE STUDENT FIRST ACQUIRED? _____

PREFERRED LANGUAGE FOR MESSAGES/MAILINGS SENT TO HOME: _____

See *Enrolling Parent Definition* in Part B (Page 2 of 3)

FIRST NAME:

PARENT INFORMATION

ENROLLING PARENT

CONTACT THIS PERSON ☐ 1ST ☐ 2ND ☐ 3RD ☐ 4TH

GENDER: ☐ MALE ☐ FEMALE | RELATIONSHIP: (CHECK ONE) ☐ PARENT ☐ STEPPARENT ☐ GRANDPARENT ☐ FOSTER PARENT ☐ LEGAL GUARDIAN ☐ OTHER:

NAME:	PHONE: ☐ CELL ☐ HOME ☐ WORK	ALTERNATE PHONE: ☐ CELL ☐ HOME ☐ WORK
ADDRESS: ☐ SAME AS STUDENT	EMPLOYER:	PREFERRED EMAIL ADDRESS:

PARENT

CONTACT THIS PERSON ☐ 1ST ☐ 2ND ☐ 3RD ☐ 4TH

GENDER: ☐ MALE ☐ FEMALE | RELATIONSHIP: (CHECK ONE) ☐ PARENT ☐ STEPPARENT ☐ GRANDPARENT ☐ FOSTER PARENT ☐ LEGAL GUARDIAN ☐ OTHER:

NAME:	PHONE: ☐ CELL ☐ HOME ☐ WORK	ALTERNATE PHONE: ☐ CELL ☐ HOME ☐ WORK
ADDRESS: ☐ SAME AS STUDENT	EMPLOYER:	PREFERRED EMAIL ADDRESS:

PARENT

CONTACT THIS PERSON ☐ 1ST ☐ 2ND ☐ 3RD ☐ 4TH

GENDER: ☐ MALE ☐ FEMALE | RELATIONSHIP: (CHECK ONE) ☐ PARENT ☐ STEPPARENT ☐ GRANDPARENT ☐ FOSTER PARENT ☐ LEGAL GUARDIAN ☐ OTHER:

NAME:	PHONE: ☐ CELL ☐ HOME ☐ WORK	ALTERNATE PHONE: ☐ CELL ☐ HOME ☐ WORK
ADDRESS: ☐ SAME AS STUDENT	EMPLOYER:	PREFERRED EMAIL ADDRESS:

PARENT

CONTACT THIS PERSON ☐ 1ST ☐ 2ND ☐ 3RD ☐ 4TH

GENDER: ☐ MALE ☐ FEMALE | RELATIONSHIP: (CHECK ONE) ☐ PARENT ☐ STEPPARENT ☐ GRANDPARENT ☐ FOSTER PARENT ☐ LEGAL GUARDIAN ☐ OTHER:

NAME:	PHONE: ☐ CELL ☐ HOME ☐ WORK	ALTERNATE PHONE: ☐ CELL ☐ HOME ☐ WORK
ADDRESS: ☐ SAME AS STUDENT	EMPLOYER:	PREFERRED EMAIL ADDRESS:

ID:

EMERGENCY OR STUDENT BEING SENT HOME

If my child is being sent home or must leave school and I am unavailable, I authorize the following persons to take temporary custody of and responsibility for my child. For any nonemergency circumstance, including appointments during the school day, I understand it is my responsibility to notify the school in advance when my child will leave school and to indicate who will pick my child up and take responsibility.

LOCAL FRIEND OR RELATIVE	RELATIONSHIP TO STUDENT	PHONE EXTENSION	ALTERNATE PHONE EXTENSION
		☐ CELL ☐ HOME ☐ WORK	☐ CELL ☐ HOME ☐ WORK
		☐ CELL ☐ HOME ☐ WORK	☐ CELL ☐ HOME ☐ WORK
		☐ CELL ☐ HOME ☐ WORK	☐ CELL ☐ HOME ☐ WORK
PHYSICIAN		PHONE:	HOSPITAL PREFERENCE:

STUDENT HEALTH CONDITIONS

☐ Heart ☐ Asthma ☐ Diabetes
☐ Hearing ☐ Allergies

Specify health problems or any severe allergies:

Is your child on daily medication? ☐ Yes ☐ No
Specify:

Do you authorize the health office to give your child acetaminophen (non-aspirin substitute)? ☐ Yes ☐ No
Ibuprofen? ☐ Yes ☐ No

Recent surgery, accident or serious illness (past year):

- I understand Freedom Preparatory Academy does not provide accident medical/dental coverage for students for injuries/illnesses occurring at school. I understand I may voluntarily purchase a student accident insurance plan.
- I understand I am financially responsible for any medical, dental, ambulance, or other health care expenses or transportation of my child home, which might occur as a result of such illness or injury.
- I understand if my child needs medication or other health services at school, I must make arrangements with the school health office.

I affirm all Registration & Emergency Information on this form is accurate, I understand it is my responsibility to notify the school in writing of any changes, and I have read and understand the information provided to me in this registration form.

Signature of Enrolling Parent: _____ ***Date:*** _____

I (the enrolling parent) affirm that I am an Arizona resident: ■ Yes ■ No

OFFICE USE ONLY

ENROLLMENT DATE: ENROLLMENT CODE: DATE ENTERED ON COMPUTER: INITIALS:

FREEDOM PREPARATORY ACADEMY: STUDENT REGISTRATION FORM - PART B

ENROLLING PARENT DEFINITION

The enrolling parent is ordinarily the natural parent, adoptive parent or legal guardian with whom the student lives most of the school week and who signs school registration forms. In the event of an emergency, school staff members will attempt to contact the enrolling parent first, unless a different order is indicated. If the enrolling parent cannot be reached, the school staff will then call the other parents/guardians listed. If the enrolling parent or other parents/guardians cannot be reached, school staff will call the individuals listed as emergency contacts.

STUDENT HANDBOOKS AND BEHAVIOR GUIDELINES

During the first week of school, your child will be given classroom rules, a student handbook and an ***Information & Guidelines*** pamphlet concerning student behavior expectations to bring home and share with you. If you do not receive this from your child within the first two weeks of school, or if you need more information, please contact the school office.

OPT OUT OPTIONS

STUDENT INTERNET AND EMAIL ACCESS

Freedom Preparatory Academy provides your child Internet access and G Suite (Google) or A365 (Microsoft) for Education Core and Additional Services to support learning. Teachers provide guidance and direction on the appropriate use of the Internet and Online Support Tools. In accordance with the federal Children's Internet Protection Act (CIPA), the district uses filters to block access to Web content that is inappropriate. District Internet is accessible at school; G Suite and A365 for Education services are accessible at school and home. Monitoring student use of technology while at home is the responsibility of the parent. Unless you opt out, your child will have access to Internet and G Suite for Education.

DISTRICT AND NEWS MEDIA COVERAGE

Your child may be interviewed, photographed, or audio- or video-recorded by the news media or district staff for print, radio, television, Internet content or other medium.

DIRECTORY INFORMATION

In limited situations, the district may disclose "directory information," which is the student's name, address, email address and telephone number; the parents' names, addresses and telephone numbers; the student's photograph; date and place of birth; class/grade level; enrollment dates; weight and height if the student is a member of an athletic team; awards received; and extracurricular participation.
Unless the parent opts out of directory information releases, the district will disclose such information only if the request is from (i) a post-secondary institution such as a college or university; (ii) a law enforcement agency or the Department of Child Safety; or (iii) a vendor selected by the school to provide a school-related service, such as class photos and yearbooks. Under no circumstance will the district provide directory information to a person or entity for a mass marketing purpose.

REQUESTS BY MILITARY RECRUITERS

The district must release a high school student's name, address and telephone number to military recruiters, unless you direct otherwise.

HOW TO OPT OUT

- **You may opt out of district and news media coverage or directory information releases by completing an Opt Out form and submitting it to the school office within the first two weeks of school or enrollment, whichever is later.**
- **You may opt out of student Internet access or requests by military recruiters by completing an Opt Out form and submitting it to the school office anytime during the school year.**
- **This form must be resubmitted each school year. For more information, see the district's *Information & Guidelines*.**

The Opt Out form is available in the school office or at www.freedomk12.org/optout. Please also share your opt out selections with your child's teacher.

ATTENDANCE

We count on parents to ensure that children attend school and arrive on time.

ABSENCES

Parents are expected to inform the school when their children will be absent. If we don't hear from parents, our automated phone system will notify them the day of the absence. Let us know right away if you change phone numbers.
Parents should provide notes from doctors and dentists to excuse children for appointments, illnesses or injuries.
If parents do not authorize absences within one day after their children return to school, absences are unexcused.
If students miss more than nine days in a semester, FPA may withhold grades or credit. We will review prolonged illnesses and unusual circumstances. If we have not heard from parents after children miss 10 days in a row, they will be withdrawn from school.

TARDINESS

Students are tardy if they are not seated when the bell signals the start of class. They are considered absent if they are 10 or more minutes late.

TRUANCY

Students must be in school until they successfully complete the 10th grade or reach the age of 16.
Attendance officers may talk to students about legal consequences of truancy. If students are habitually truant or excessively absent, parents and students may be cited and referred to the court.
Students are habitually truant if they have five or more unexcused absences. They are excessively absent if they have 18 or more excused or unexcused absences.

Freedom Preparatory Academy does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex or gender, sexual orientation, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

SIBLING LIST:

Please list ALL brothers and sisters of school age and younger (oldest first).

NAME (first and last)	AGE	SCHOOL (if attending)	GRADE

FREEDOM PREPARATORY ACADEMY: STUDENT REGISTRATION FORM - PART C

STUDENT NAME:_____ GRADE:_____ PARENT/GUARDIAN NAME:_____

PREVIOUS SCHOOLS ATTENDED

Last school attended:

_____
SCHOOL NAME ADDRESS DATES

Type: ☐ Public ☐ Private ☐ Charter ☐ Vocational ☐ Alternative ☐ Correctional Facility ☐ Other: _____

Has this student ever attended Freedom Prep (FPA)?
☐ Yes ☐ No If yes, indicate grade(s), and year(s): _____

Other schools attended, if any, where student received high school credit:

_____
SCHOOL NAME ADDRESS DATES

_____
SCHOOL NAME ADDRESS DATES

SPECIAL CLASSES & ACCOMMODATIONS

Has this student ever participated in special classes or programs? ☐ Yes ☐ No If yes, please check the appropriate box(es) below.

- ☐ SEI/English Language Development
- ☐ Extended Learning Program (ELP)/Gifted/Accelerated
- ☐ Special Education: ☐ ED ☐ Autism ☐ SLD ☐ MIID ☐ MOID ☐ SID ☐ OT ☐ SLI ☐ Other: _____
  Does this student have a current IEP? ☐ Yes ☐ No If yes, please provide a copy.
  Does this student have a current MET report? ☐ Yes ☐ No If yes, please provide a copy.
- ☐ Does this student have a current 504 plan? ☐ Yes ☐ No If yes, please provide a copy.

LEGAL DOCUMENTS

Please mark any items that apply to this student, and provide the school with copies of related court documents.

- ☐ Custody/parenting time agreement
- ☐ Letters of guardianship for court-appointed guardian
- ☐ Power of Attorney
- ☐ Student is not living with his/her biological parents
- ☐ Student has an injunction against harassment against/from another person
- ☐ Student has an order of protection against/from another person
- ☐ Student is covered by a court or probation order

SUSPENSION/EXPULSION DISCIPLINE INFORMATION

Has this student ever been suspended from school? ☐ Yes ☐ No Date: _____

Has this student ever been expelled from school? ☐ Yes ☐ No Date: _____

Has either action ever been recommended for this student? ☐ Yes ☐ No Date: _____

Dates of suspension/expulsion:_____ From which school? _____

Length of suspension/expulsion: ☐ 1-5 days ☐ 6-10 days ☐ More than 10 days: Specify: _____

Reason for suspension/expulsion:_____

If on open enrollment at another public school, was it revoked? ☐ Yes ☐ No

Has this student ever attended school at a correctional facility? ☐ Yes ☐ No

OTHER

Would you like information about the free or reduced-price lunch program? ☐ Yes ☐ No

Are you an American Indian? ☐ Yes ☐ No If yes, what community do you live in: ☐ Salt River ☐ Ft. McDowell ☐ Other (in-town)

What is your US tribal number? _____

OFFICE USE ONLY

Student ID#:_____ Open Enrollment: ☐ Yes ☐ No

☐ Birth Certificate ☐ IEP ☐ Proof of Address ☐ Immunizations ☐ Custody Documents ☐ Attendance
☐ Transfer Grades ☐ Folder ☐ Health Card ☐ Screen ☐ W/D Grades to Teachers ☐ Statement of Awareness

☐ Tested: Math:_____ Reading:_____

RECORDS REQUESTED:_____ OTHER:_____ RECORDS RECEIVED:_____ OTHER: _____

Student Referral Questionnaire

School Year 2020 - 2021

The purpose of this form is to identify and support Freedom Preparatory Academy students who may be eligible to receive services in accordance with the McKinney-Vento Act 42 U.S.C. 11435. Eligibility must be reviewed and reevaluated every school year. The information on this form is <u>confidential</u>. If you have questions or concerns, call (480) 472-0291.

STUDENT INFORMATION

Student Name _____ Grade _____ ☐ Male ☐ Female
Last *First* *Middle*

Birth Date _____ Phone _____ Email Address _____
Month/Day/Year *Include Area Code*

Please answer these screening questions to determine if the student might qualify for homeless support services:

<u>Question #1</u>
Does the student lack a fixed, regular, or adequate nighttime residence? ☐ Yes ☐ No

Examples: hotel; shelter; transitional housing; sharing the housing of others due to loss of housing, economic hardship or similar reason; car; park; campsite

<u>Question #2</u>
Does the student live alone or with someone other than his or her biological or adoptive parent or a legal guardian due to loss of housing or economic hardship, incarceration or deportation of parent or legal guardian, or abandonment by parent or legal guardian? ☐ Yes ☐ No

Please note: A <u>legal guardian</u> is a person appointed by a court to care for a student.

If you answered "**No**" to both questions, stop here. You do not need to complete the remainder of this form. Simply sign below to acknowledge you have received Freedom Preparatory Academy' "Rights of Homeless Students."
If you answered "**Yes**" to either question, sign below to acknowledge you have received Freedom Prep Academy's "Rights of Homeless Students" and then complete the bottom portion of this form concerning the student's living arrangements. The Homeless Family Services Liaison will contact you to make a final determination regarding eligibility for support services.

Signature of Parent/Guardian/Caregiver/Host: _____ **Date:** _____

CURRENT LIVING ARRANGEMENTS:

If you answered **"Yes"** to either Question #1 or Question #2 above, please provide the following information to indicate where the student is currently living. (Check **one** box).

☐ In a hotel/motel (Name and location of hotel/motel: _____)
☐ In a shelter or transitional housing program (Name of shelter or program: _____)
☐ In shared housing with another family in their home due to loss of housing, economic hardship, or similar reason
☐ In a place not designated for ordinary sleeping accommodations such as a car, park, or campsite

Name of Parent/Guardian/Caregiver/Host *(Circle One)*: _____

Address: _____ Email _____ Phone: _____

I affirm that all information on this form is accurate.

Signature of Parent/Guardian/Caregiver/Host: _____ **Date:** _____

<u>School Personnel</u>:
☐*Indicate Student ID Number:* _____ *and School Name* _____
☐*Email this form to the Homeless Family Services (McKinney-Vento) Liaison at mckv@freedomk12.org*
☐*If the student does not live with a biological or adoptive parent or legal court-appointed guardian, the person with whom the student lives must complete a Caregiver & Living Arrangements Affidavit for Homeless or Abandoned Student form JC-R-F(7). email this completed form to the Liaison at mckv@freedomk12.org.*

Revised 05/01/2019

(To be added by McKinney-Vento Staff)
Case Number: ____ - ____ - ____ - ____

RIGHTS OF HOMELESS STUDENTS

Freedom Preparatory Academy shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applies to all services, programs, and activities provided or made available.

A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building

According to the McKinney-Vento Homeless Act, eligible students have rights to:

Immediate enrollment: *Documentation and immunization records cannot serve as a barrier to the enrollment in school.*

School Selection: *McKinney Vento eligible students have a right to select from the following schools:*

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

Remain enrolled *in his/her selected school for the duration of homelessness, and until the end of the academic year upon which they are permanently housed.*

Participate in programs *for which they are eligible, including Title I, National School Lunch Program, Head Start, Even Start, etc.*

Transportation Services: *A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.*

Dispute Resolution: *If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making decisions, providing notice of any appeal process, and filling out dispute forms*.

For more information, refer to http://www.azed.gov/populations-projects/home/homeless/
or contact:

State Coordinator for Homeless & Refugee Education *Arizona Department of Education* *1535 W. Jefferson Street* *Phoenix, AZ 85007* *(602) 542-4963*	*State Coordinator for Homeless & Refugee Education* *Arizona Department of Education* *1535 W. Jefferson Street* *Phoenix, AZ 85007* *(602) 542-4963*

JC-R-F(9) (Revised 06/20/2017)

State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE)
Home Language Survey

(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. **What is the primary language used in the home regardless of the language spoken by the student?** _____
2. **What is the language most often spoken by the student?** _____
3. **What is the language that the student first acquired?** _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter Freedom Preparatory Academy

School _____

- Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.

1535 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0753 • www.azed.gov/oelas

Arizona Department of Education
Arizona Residency Documentation Form

Student_____ School _____

School District or Charter Holder **Freedom Preparatory Academy**

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest* that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

- ☐ Valid Arizona driver's license, Arizona identification card or motor vehicle registration
- ☐ Valid Arizona Address Confidentiality Program authorization card
- ☐ Real estate deed or mortgage documents
- ☐ Property tax bill
- ☐ Residential lease or rental agreement
- ☐ Water, electric, gas, cable, or phone bill
- ☐ Bank or credit card statement
- ☐ W-2 wage statement
- ☐ Payroll stub
- ☐ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona
- ☐ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)
- ☐ Temporary on-base billeting facility (for military families)

☐ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit.

_____ _____

Signature of Parent/Legal Guardian Date

*For members of the armed services, the provision of verifiable documentation does not serve as a declaration of official residency for income tax or other legal purposes. Armed service members may utilize a temporary on-base billeting facility as the address for proof of residency.

#2803440

FREEDOM PREPARATORY ACADEMY: **FORMULARIO DE MATRICULACIÓN - PARTE A**

APELLIDO:

INFORMACIÓN DEL ESTUDIANTE

ESCUELA:	CICLO ESCOLAR:	MAESTRO:	AULA:	GRADO:
APELLIDO DEL ALUMNO *(TAL COMO APARECE EN EL CERTIFICADO DE NACIMIENTO)*: NOMBRE SEGUNDO NOMBRE			APELLIDO DE SER CONOCIDO POR:	SEXO:
DIRECCIÓN: CIUDAD: ESTADO: CÓDIGO POSTAL:			APODO:	
DIRECCIÓN POSTAL SI ES DIFERENTE DE LO ANTERIOR: CIUDAD: ESTADO: CÓDIGO POSTAL:			TELÉFONO (**NECESARIO**): ☐ CELULAR ☐ CASA EMPLEO ☐ MARCAR SI NO FIGURA EN EL DIRECTORIO TELEFÓNICO ☐ NO USE EXCEPTO PARA ASISTENCIA ESCOLAR Y EMERGENCIAS	
FECHA DE NACIMIENTO:	LUGAR DE NACIMIENTO: (CIUDAD, ESTADO)	ASUNTOS DE CUSTODIA: ☐ SÍ ☐ NO **SI ES AFIRMATIVO-DOCUMENTOS DEL TRIBUNAL DEBEN SER PROPORCIONADOS A LA OFICINA DE LA ESCUELA.**		

NOTA: EL DEPARTAMENTO DE EDUCACIÓN DE LOS EE.UU. REQUIERE ESTA INFORMACIÓN.
ORIGEN ÉTNICO: (MARCAR UNO)
☐ HISPANO/LATINO ☐ NO HISPANO/LATINO

RAZA: (MARCAR UNA O MÁS, INDEPENDIENTEMENTE DEL ORIGEN ÉTNICO) ☐ INDÍGENA ESTADOUNIDENSE/ALASKA ☐ NEGRO/AFRO AMERICANO ☐ HAWAIANO NATIVO/OTRO ISLEÑO PACÍFICO ☐ ASIÁTICO ☐ BLANCO

¿CUÁL ES EL IDIOMA PRINCIPAL UTILIZADO EN EL HOGAR INDEPENDIENTEMENTE DEL IDIOMA HABLADO POR EL ESTUDIANTE? _____

¿CUÁL ES EL IDIOMA MÁS HABLADO POR EL ESTUDIANTE? _____

¿CUÁL ES EL IDIOMA QUE EL ESTUDIANTE ADQUIRIÓ PRIMERO? _____

IDIOMA PREFERIDO PARA MENSAJES O CORREOS ENVIADOS A CASA: _____

Ver la *definición de padre que se matrícula* en la Parte B (Página 2 de 3)

NOMBRE:

INFORMACIÓN DE LOS PADRES

PADRE QUE SE MATRICULA	**CONTACTAR ESTA PERSONA** ☐ 1RO ☐ 2DO ☐ 3RO ☐ 4TO	SEXO: ☐ MASCULINO ☐ FEMENINO RELACIÓN: (MARCAR UNO) ☐ PADRE ☐ PADRASTRO ☐ ABUELO ☐ PADRE ADOPTIVO ☐ TUTOR ☐ OTRO:		
		NOMBRE:	TELÉFONO: ☐ CELULAR ☐ CASA ☐ EMPLEO	TELÉFONO ALTERNATIVO: ☐ CELULAR ☐ CASA ☐ EMPLEO
		DIRECCIÓN : ☐ IGUAL QUE EL ESTUDIANTE	EMPLEO:	DIRECCIÓN DE CORREO ELECTRÓNICO PREFERIDO:
PADRE	**CONTACTAR ESTA PERSONA** ☐ 1RO ☐ 2DO ☐ 3RO ☐ 4TO	SEXO: ☐ MASCULINO ☐ FEMENINO RELACIÓN: (MARCAR UNO) ☐ PADRE ☐ PADRASTRO ☐ ABUELO ☐ PADRE ADOPTIVO ☐ TUTOR ☐ OTRO:		
		NOMBRE:	TELÉFONO: ☐ CELULAR ☐ CASA ☐ EMPLEO	TELÉFONO ALTERNATIVO: ☐ CELULAR ☐ CASA ☐ EMPLEO
		DIRECCIÓN : ☐ IGUAL QUE EL ESTUDIANTE	EMPLEO:	DIRECCIÓN DE CORREO ELECTRÓNICO PREFERIDO:
PADRE	**CONTACTAR ESTA PERSONA** ☐ 1RO ☐ 2DO ☐ 3RO ☐ 4TO	SEXO: ☐ MASCULINO ☐ FEMENINO RELACIÓN: (MARCAR UNO) ☐ PADRE ☐ PADRASTRO ☐ ABUELO ☐ PADRE ADOPTIVO ☐ TUTOR ☐ OTRO:		
		NOMBRE:	TELÉFONO: ☐ CELULAR ☐ CASA ☐ EMPLEO	TELÉFONO ALTERNATIVO: ☐ CELULAR ☐ CASA ☐ EMPLEO
		DIRECCIÓN : ☐ IGUAL QUE EL ESTUDIANTE	EMPLEO:	DIRECCIÓN DE CORREO ELECTRÓNICO PREFERIDO:
PADRE	**CONTACTAR ESTA PERSONA** ☐ 1RO ☐ 2DO ☐ 3RO ☐ 4TO	SEXO: ☐ MASCULINO ☐ FEMENINO RELACIÓN: (MARCAR UNO) ☐ PADRE ☐ PADRASTRO ☐ ABUELO ☐ PADRE ADOPTIVO ☐ TUTOR ☐ OTRO:		
		NOMBRE:	TELÉFONO: ☐ CELULAR ☐ CASA ☐ EMPLEO	TELÉFONO ALTERNATIVO: ☐ CELULAR ☐ CASA ☐ EMPLEO
		DIRECCIÓN : ☐ IGUAL QUE EL ESTUDIANTE	EMPLEO:	DIRECCIÓN DE CORREO ELECTRÓNICO PREFERIDO:

ID:

EMERGENCIA O ENVIANDO EL ALUMNO A CASA

Si mi hijo está siendo enviado a casa o debe retirarse de la escuela y no pueden localizarme, yo autorizo las siguientes personas para tomar la custodia temporal y la responsabilidad de mi hijo. Para cualquier circunstancia no emergencia, incluyendo citas durante el día escolar, entiendo que es mi responsabilidad notificar a la escuela con anticipación cuando mi hijo retirará la escuela e indicar quien recogerá a mi hijo y asumir la responsabilidad.

AMIGO O PARIENTE LOCAL	RELACIÓN CON EL ESTUDIANTE	TELÉFONO EXTENSIÓN	TELÉFONO ALTERNATIVO EXTENSIÓN
		☐ CELULAR ☐ CASA ☐ EMPLEO	☐ CELULAR ☐ CASA ☐ EMPLEO
		☐ CELULAR ☐ CASA ☐ EMPLEO	☐ CELULAR ☐ CASA ☐ EMPLEO
		☐ CELULAR ☐ CASA ☐ EMPLEO	☐ CELULAR ☐ CASA ☐ EMPLEO
MÉDICO:		TELÉFONO::	HOSPITAL DE PREFERENCIA:

CONDICIONES DE SALUD DEL ALUMNO

☐ Corazón ☐ Asma ☐ Diabetes
☐ Audición ☐ Alergias

Especifique problemas de salud/alergias severas:

¿Toma su hijo/a un medicamento diario? ☐ SÍ ☐ No
Especifique:

¿Autoriza usted la oficina de salud para dar a su hijo/a acetaminofeno (sustituto de la aspirina)? ☐ SÍ ☐ No
Ibuprofen? ☐ SÍ ☐ NO

Cirugía, accidente o enfermedad delicada reciente (durante el año anterior):

- Entiendo que Freedom Preparatory Academy (FPA) no proveen la cobertura de accidentes médicos/dentales para alumnos que sufran heridas/enfermedades en la escuela. Entiendo que puedo adquirir en forma voluntaria un plan de seguro contra accidentes para alumnos.
- Entiendo que yo soy responsable económicamente por cualquier costo médico, dental, ambulancia u otros gastos de cuidado de salud o transporte de mi hijo hasta el hogar, lo cual podría suceder como consecuencia de tal enfermedad o herida.
- Entiendo que si mi hijo necesita medicamentos u otros servicios médicos en la escuela, debo notificar la oficina de salud escolar.

Afirmo que toda la Información de Matriculación y Emergencia en esta formulario es precisa, entiendo que es mi responsabilidad notificar a la escuela por escrito de cualquier cambio, y he leído y entiendo la información proporcionado a mí en este formulario de matriculación.

Firma del Padre/Madre/Tutor que se matricula _____ ***Fecha:*** _____

Yo (el padre/tutor que se matricula) afirmo que soy un residente de Arizona: ■ SÍ ■ No

USO DE OFICINA

ENROLLMENT DATE: ENROLLMENT CODE: DATE ENTERED ON COMPUTER: INITIALS:

94-34-195 W (5/16)

DEFINICIÓN DE PADRE QUE SE MATRICULA

El padre que se matricula es generalmente el padre natural, padre adoptivo o tutor legal con quien el estudiante vive la mayor parte de la semana escolar y quien firma los formularios de matriculación. En caso de una emergencia, los miembros del personal escolar intentarán ponerse en contacto con el padre que se matricula primero, a menos que indique un orden diferente. Si el padre que se matricula no puede ser localizado, el personal escolar llamará entonces a los otros padres/tutores indicados. Si el padre que se matricula o los otros padres/tutores no pueden ser localizados, el personal escolar llamará los individuos indicados como contactos de emergencia.

MANUALES Y NORMAS DE COMPORTAMIENTO PARA LOS ESTUDIANTES

Durante la primera semana de escuela su hijo llevará a casa, para compartir con usted, un manual del estudiante y un folleto con ***Información y Normas*** respecto de las expectativas sobre la conducta del estudiante. Si no recibe dicho material durante las dos primeras semanas de clases, o si necesita mayor información, por favor comuníquese con la oficina de la escuela.

OPCIÓN DE EXCLUSIÓN (OPT OUT)

ACCESO A INTERNET Y G SUITE PARA ESTUDIANTES

Freedom Preparatory Academy (FPA) ofrece a los estudiantes acceso al internet y G Suite (Google) for Education Core y Servicios Adicionales para apoyar el aprendizaje. Los maestros proveen orientación sobre el uso apropiado del internet y G Suite for Education. De acuerdo con la Ley Federal de Protección Infantil en el Internet (CIPA), el distrito usa filtros para bloquear el acceso al contenido web que es inapropiado. El internet del distrito es accesible en la escuela; los servicios de G Suite for Education son accesibles en la escuela y el hogar. Controlar el uso de la tecnología de los estudiantes mientras están en casa es la responsabilidad de los padres. A menos que decida no participar, su hijo tendrá acceso al internet y a G Suite for Education.

MEDIOS DE COMUNICACIÓN Y DEL DISTRITO

Su hijo podrá ser entrevistado, fotografiado o grabado en audio o video por los medios de comunicación o por el personal del distrito para utilizar en contenido impreso, para la radio, televisión, Internet u otros medios.

INFORMACIÓN DEL DIRECTORIO

En situaciones limitadas, el distrito puede revelar la "información del directorio", que es el nombre del estudiante, dirección, dirección del correo electrónico y número de teléfono; nombre de los padres, direcciones, y números de teléfono; fotografía del estudiante; fecha y lugar de nacimiento; clase y nivel escolar; fechas de matriculación; si el estudiante es miembro de un equipo atlético su altura y peso; premios recibidos; y participación extracurricular.

A menos que el padre opta la opción de exclusión de información de directorio, el distrito revelará tal información sólo si la solicitud es de (i) una institución pos-secundaria como un colegio o universidad; (ii) agencia de hacer cumplir la ley o el Departamento de Seguridad de Niños; o (iii) un proveedor seleccionado por la escuela para proporcionar un servicio relacionado con la escuela, tales como fotografías escolares y anuarios. Bajo ninguna circunstancia el distrito proporcionará información del directorio a una persona y entidad con un objetivo de mercadotecnia de masas.

SOLICITUD DE LOS RECLUTADORES MILITARES

El distrito debe proporcionar el nombre, domicilio y número de teléfono de un estudiante de la preparatoria al reclutador militar, a menos que usted indique lo contrario.

CÓMO EJERCER LA OPCIÓN DE EXCLUSIÓN (OPT OUT)

- **Usted puede ejercer la opción de exclusión de la cobertura de medios de comunicación y del distrito o la revelación de información de directorio llenando el formulario de exclusión (Opt Out) y presentándolo en la oficina de la escuela dentro de las primeras dos semanas de escuela o inscripción, lo que implique mayor tiempo.**
- **Puede elegir la opción de exclusión de acceso a Internet por parte de los estudiantes o solicitudes de los reclutadores militares llenando un formulario de exclusión (Opt Out) y presentándolo en la oficina de la escuela en cualquier momento durante el año lectivo.**
- **Este formulario debe ser entregado todos los años a principio del año escolar. Para mayor información, consulte la publicación *Información y Normas (Information & Guidelines)* del distrito.**

El formulario de exclusión está disponible en la oficina de la escuela· Por favor también comparte sus selecciones de exclusión de acceso con el maestro de su hijo.

ASISTENCIA

Contamos con la colaboración de los padres para que los niños asistan a la escuela y lleguen a horario.

AUSENCIAS

Se espera que los padres informen a la escuela cuando sus hijos estarán ausentes. Si no tenemos noticias de los padres, nuestro sistema telefónico automatizado les avisará del día de ausencia. Avísenos de inmediato si cambia de número de teléfono.

Los padres deben entregar las notas de los médicos y dentistas en donde se justifica la ausencia de los niños debido a citas médicas, enfermedades o lesiones.

Si los padres no autorizan las ausencias dentro del día posterior al que el niño regresó a la escuela, las ausencias quedan injustificadas.

Si los estudiantes faltan más de nueve días en un semestre, FPA puede retener las calificaciones o los créditos. Haremos una revisión de las enfermedades prolongadas y de las circunstancias inusuales. Si no recibimos noticias de los padres después de que los niños han estado ausentes durante 10 días seguidos, serán suspendidos de la escuela.

TARDANZAS

Se considera que los estudiantes llegan tarde si no están sentados cuando suena la campana señalando el inicio de la clase. Se considera que los estudiantes están ausentes si llegan 10 minutos o más tarde.

AUSENTISMO (AUSENCIAS SIN AUTORIZACIÓN Y SIN JUSTIFICACIÓN)

Los estudiantes deben asistir a la escuela hasta que hayan completado exitosamente el 10º grado o alcancen la edad de 16 años.

Es posible que los supervisores de asistencia hablen con los estudiantes sobre las consecuencias legales que tienen las ausencias sin autorización y sin justificación. Si los estudiantes son habitualmente o excesivamente ausentes, es posible que los padres y los estudiantes sean citados y enviados a tribunales.

Los estudiantes son considerados habitualmente ausentes si tienen cinco o más ausencias injustificadas. Son considerados excesivamente ausentes si tienen 18 o más ausencias justificadas o injustificadas.

Freedom Preparatory Academy no discrimina en base de raza, color, etnia, origen nacional, religión, sexo o género, orientación sexual, discapacidad o edad en sus programas y actividades, proporcionan acceso en condiciones de igualdad a los Boy Scouts y otros grupos de jóvenes.

LISTA DE HERMANOS

Por favor escribe todos los hermanos y hermanas en edad escolar y menores (en orden de mayor a menor).

NOMBRE (de pila y apellido)	**EDAD**	**ESCUELA (si asiste)**	**GRADO**

94-34-19S W (5/16)

FREEDOM PREPARATORY ACADEMY: **FORMULARIO DE MATRICULACIÓN - PARTE C**

NOMBRE DEL ESTUDIANTE:_____ GRADO:_____ NOMBRE DEL PADRE/TUTOR: _____

ESCUELA ASISTIDA PREVIAMENTE

Nombre de la última escuela asistida:

NOMBRE DE LA ESCUELA DIRECCIÓN FECHAS

Tipo: ☐ Pública ☐ Privada ☐ Chárter ☐ Vocacional ☐ Alternativa ☐ Correccional ☐ Otro: _____

¿Ha asistido este estudiante Freedom Preparatory Academy?
☐ Sí ☐ No Si es afirmativo, indique el/los nombre(s) de la escuela, grado(s) y año(s): _____

Otras escuelas asistidas, si es el caso, dónde el estudiante recibió crédito de la escuela preparatoria:

NOMBRE DE LA ESCUELA DIRECCIÓN FECHAS

NOMBRE DE LA ESCUELA DIRECCIÓN FECHAS

CLASES ESPECIALES Y ADAPTACIONES

¿Ha participado este estudiante en clases o programas especiales? ☐ Sí ☐ No Si es afirmativo, por favor marque el(los) cuadro(s) apropiado(s) a continuación.

- ☐ SEI/Desarrollo del Idioma Inglés
- ☐ Programa de Aprendizaje Extendido (ELP)/Dotado/Avanzado
- ☐ Educación Especial: ☐ ED ☐ Autismo ☐ SLD ☐ MIID ☐ MOID ☐ SID ☐ OT ☐ SLI ☐ Otro: _____
  ¿Tiene este estudiante un Plan Educativo Individual (IEP) actual? ☐ Sí ☐ No Si es afirmativo, por favor proporcione una copia.
  ¿Tiene este estudiante un informe MET actual? ☐ Sí ☐ No Si es afirmativo, por favor proporcione una copia.

☐ ¿Tiene este estudiante un plan 504 actual? ☐ Sí ☐ No Si es afirmativo, por favor proporcione una copia.

DOCUMENTOS LEGALES

Por favor marque cualquier cuadro a continuación que corresponda a este estudiante y proporcione las copias de documentos de los tribunales correspondientes.

- ☐ Asuntos de custodia/acuerdo del tiempo de la crianza de los hijos
- ☐ Cartas de tutela para el tutor nombrado por el tribunal
- ☐ Poder legal
- ☐ El estudiante no vive con sus padres biológicos
- ☐ El estudiante tiene un proceso judicial por acoso contra/de otra persona
- ☐ El estudiante tiene un orden de protección contra/de otra persona
- ☐ El estudiante tiene una orden judicial o de libertad condicional
- ☐

INFORMACIÓN DE SUSPENSIÓN/ EXPULSIÓN/DISCIPLINA

¿Ha sido suspendido este estudiante de la escuela? ☐ Sí ☐ No Fecha:_____

¿Ha sido expulsado este estudiante de la escuela? ☐ Sí ☐ No Fecha:_____

¿Ha sido recomendado una u otra acción para este estudiante? ☐ Sí ☐ No Fecha:_____

Fecha de la suspensión/expulsión:_____ ¿De cuál escuela? _____

Duración de la suspensión/expulsión: ☐ 1-5 días ☐ 6-10 días ☐ Más de 10 días: Especifique: _____

Razón por la suspensión/expulsión: _____

¿Fue revocada la Matricula Abierta en otra escuela publica? ☐ Sí ☐ No

¿Ha asistido este estudiante la escuela en una correccional? ☐ Sí ☐ No

OTRO

¿Le gustaría información sobre el programa de almuerzos de precio reducido o gratis? ☐ Sí ☐ No

¿Es usted amerindio? ☐ Sí ☐ No Si afirmativo, en que comunidad vive: ☐ Salt River ☐ Ft. McDowell ☐ Mesa (en la ciudad)

¿Cuál es el número tribal US?_____

USO DE OFICINA

Student ID#:_____ Open Enrollment: ☐ Yes ☐ No

☐ Birth Certificate ☐ IEP ☐ Proof of Address ☐ Immunizations ☐ Custody Documents ☐ Attendance
☐ Transfer Grades ☐ Folder ☐ Health Card ☐ Screen ☐ W/D Grades to Teachers ☐ Statement of Awareness

☐ Tested: Math:_____ Reading:_____

RECORDS REQUESTED:_____ OTHER:_____ RECORDS RECEIVED:_____ OTHER: _____

94-34-19S W (5/16)

Año Escolar 2020 - 2021

Cuestionario de Recomendación del Estudiante

El objeto del presente formulario es identificar y apoyar a los estudiantes de las Escuelas Públicas que pueden ser elegibles para recibir servicios conforme lo estipula la Ley McKinney-Vento Act 42 U.S.C. 11435. La elegibilidad debe ser revisada y reevaluada cada año escolar. La información en el presente formulario es confidencial. Si tiene preguntas o inquietudes, llame al (480) 472-0291.

INFORMACIÓN DEL ESTUDIANTE

Nombre del estudiante _____ Grado _____ ☐ Masculino ☐ Femenino
Apellido *Nombre* *Segundo nombre*

Fecha de nacimiento _____ Teléfono _____ Correo electrónico_____
Mes/Día/Año *Incluir el Código de Área*

Por favor responda las preguntas para determinar si el estudiante puede calificar para recibir servicios de apoyo sin vivienda.

Pregunta #1
¿Carece el estudiante de un lugar fijo, habitual o adecuado para pasar la noche? ☐ Sí ☐ No

Ejemplos: Hotel; albergue; vivienda de transición; comparte la vivienda de otros debido a la pérdida de la propia vivienda, dificultades económicas o motivo similar; vehículo; parque; lugar para acampar

Pregunta #2
¿El estudiante vive solo o con otra persona que no sea sus padres biológicos o adoptivos o un tutor legal debido a la pérdida de la vivienda o dificultades económicas, prisión o deportación de los padres/tutores legales o debido al abandono por parte de los padres o los tutores legales? ☐ Sí ☐ No

Por favor tenga en cuenta que: Un tutor legal es una persona que ha sido nombrada por el tribunal para cuidar el estudiante.

Si respondió "**No**" a ambas preguntas, deténgase aquí. No necesita llenar el resto del formulario. Simplemente firme abajo para confirmar que ha recibido los "Derechos de los Estudiantes sin Vivienda" de las Escuelas Públicas.

Si respondió **"Si"** a cualquiera de las preguntas, firme abajo para confirmar que ha recibido los "Derechos de los Estudiantes sin Vivienda" de las Escuelas Públicas después llene la parte inferior del formulario con respecto a los arreglos de vivienda del estudiante. La persona de enlace de los Servicios de Familias sin Viviendas se comunicará con usted para tomar una decisión final con respecto a la elegibilidad para recibir servicios de apoyo.

Firma del padre/madre/tutor/cuidador/anfitrión: _____ **Fecha:** _____

ARREGLOS ACTUALES DE VIVIENDA:

Si respondió **"Sí"** a la Pregunta #1 o a la Pregunta #2 de arriba, proporcione la siguiente información para indicar dónde vive actualmente el estudiante. (Marque **un** casillero).

☐ En un hotel/motel (Nombre y ubicación del hotel/motel: _____)
☐ En un albergue o en un programa de vivienda de transición (Nombre del albergue o del programa: _____)
☐ Comparte la vivienda de otra familia debido a la pérdida de vivienda, dificultades económicas o motivo similar
☐ En un lugar que no ha sido asignado con habitaciones para dormir tales como un automóvil, parque o lugar para acampar

Nombre del padre/madre/tutor/cuidador/anfitrión *(Encierre en un círculo una de las opciones)*: _____

Dirección: _____ Correo electrónico _____ Teléfono: _____

Declaro que toda la información consignada en el formulario es correcta.

Firma del padre/madre/tutor/cuidador/anfitrión: _____ **Fecha:** _____

School Personnel:
☐ *Indicate Student ID Number: _____ and School Name_____*
☐ *Fax this form to the Homeless Family Services (McKinney-Vento) Liaison or email it to mckv@freedomk12.org.*
☐ *If the student does not live with a biological or adoptive parent or legal court-appointed guardian, the person with whom the student lives must complete a Caregiver & Living Arrangements Affidavit for Homeless or Abandoned Student form JC-R-F(7). Fax or email this completed form to the Liaison or email it to mckv@freedomk12.org.*

JC-R-F(10)S Revised 05/01/2019

(To be added by McKinney-Vento Staff)
Case Number: ___-___-___-___

DERECHOS DE LOS ESTUDIANTES SIN VIVIENDA

Freedom Preparatory Academy deberá proporcionar un ambiente educativo que trate a todos los estudiantes con respeto y dignidad. Todos los estudiantes sin vivienda deberán tener acceso a las mismas oportunidades de recibir una educación libre y apropiada como a los estudiantes que sí poseen una vivienda. Este compromiso con los derechos educativos de los niños y jóvenes sin vivienda y de los jóvenes sin familia se aplica a todas las actividades realizadas, servicios y programas proporcionados o disponibles.

Un estudiante puede considerarse elegible para recibir servicios como "Niño o Joven sin Vivienda" de acuerdo a la Ley de Ayuda a las Personas sin Vivienda McKinney-Vento (McKinney-Vento Homeless Assistance Act) si el o la estudiante está actualmente viviendo:

- En un refugio, en una vivienda temporal compartida o en un programa de vivienda de transición
- En un hotel/motel, campamento o en una situación similar debido a la falta de alternativas
- En una estación de autobuses, en un parque, en un automóvil o en un edificio abandonado

De acuerdo a la Ley de Ayuda a las Personas sin Vivienda de McKinney-Vento, los estudiantes elegibles tienen derecho a:

Matriculación Inmediata: La *documentación y registros de inmunización no pueden constituir una barrera para que estos estudiantes sean matriculados en la escuela.*

Selección de Escuela: Los *estudiantes elegibles para McKinney-Vento tienen derecho a seleccionar de las siguientes escuelas:*

- La escuela a la que asistía el estudiante cuando tenía una vivienda (Escuela de Origen)
- La última escuela en la que el estudiante fue matriculado (Escuela de Origen)
- La escuela ubicada en el área donde el estudiante reside actualmente (Escuela de Residencia)

Permanecer Matriculado *en la escuela seleccionada mientras permanezca sin vivienda o hasta el año académico dentro del cual obtenga una vivienda permanente.*

Participar en los programas *para los cuales son elegibles, incluyendo el Título I (Title I), el Programa Nacional de Almuerzo Escolar (National School Lunch Program), Head Start, Even Start, etc.*

Servicios de Transporte: Un *estudiante elegible para McKinney-Vento que asista a su Escuela de Origen tiene derecho a disponer de transporte hacia y desde la Escuela de Origen.*

Resolución de Disputas: Si *usted está en desacuerdo con las autoridades de la escuela respecto a la matrícula, transporte o trato justo de un niño o joven sin vivienda, puede presentar un reclamo al distrito escolar. El distrito escolar debe responder y tratar de resolver rápidamente el problema. Mientras dure la disputa, el estudiante debe ser inmediatamente matriculado en la escuela y recibir transporte hasta que se resuelva el asunto. El Funcionario de Enlace para Personas sin Vivienda lo ayudará a tomar decisiones, notificar sobre los procesos de apelación y llenar los formularios de disputa*.

Para mayor información, visite http://www.azed.gov/populations-projects/home/homeless/
o comuníquese con:

Coordinador de Educación para Personas sin Vivienda *Departamento de Educación de Arizona* *1535 W. Jefferson Street* *Phoenix, AZ 85007* *(602) 542-4963*	*Coordinador de Educación para Personas sin Vivienda* *Departamento de Educación de Arizona* *1535 W. Jefferson Street* *Phoenix, AZ 85007* *(602) 542-4963*

JC-R-F(9)S (Revised 06/20/2017)

Estado de Arizona
Departamento de Educación
Servicios de Aprendizaje del Inglés

Idioma Principal en el Hogar excluyendo el inglés (PHLOTE)
Encuesta sobre el Idioma en el Hogar

(Efectivo el 4 de abril de 2011)

Preguntas en conformidad con R7-2-306(B)(1), (2)(a-c) del Reglamento de la Junta Directiva.

Las respuestas que proporcione a las preguntas siguientes serán usadas para determinar si se evaluará la competencia en el idioma inglés de su hijo(a).

1. **¿Cuál idioma se habla principalmente en su hogar sin considerar el idioma que habla el estudiante? _____**
2. **¿Cuál idioma habla el estudiante con mayor frecuencia? _____**
3. **¿Cuál fue el primer idioma que aprendió el estudiante? _____**

Nombre del estudiante _____ Núm. de identificación _____

Fecha de nacimiento _____ Núm. de SAIS _____

Firma del padre o tutor _____ Fecha _____

Distrito o Charter Freedom Preparatory Academy

Escuela _____

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.

1535 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0753 • www.azed.gov/oelas

Arizona Department of Education
Formulario de Documentación de Residencia en Arizona

Estudiante _____ Escuela _____

Distrito escolar/Chárter **Freedom Preparatory Academy**

Padre/madre/tutor legal _____

Como padre/madre/tutor legal del estudiante, por la presente, certifico* que soy residente del Estado de Arizona y presento en apoyo de este atestado una copia del siguiente documento que contiene mi nombre y la dirección de residencia o la descripción física de la propiedad donde el estudiante reside:

- ☐ Licencia de conducir vigente de Arizona, tarjeta de identificación o registro de vehículo motorizado de Arizona
- ☐ Tarjeta válida de autorización del Programa de Confidencialidad de Dirección de Arizona
- ☐ Escritura de bienes raíces/inmuebles o documentos de hipoteca
- ☐ Factura de impuesto sobre bienes inmuebles
- ☐ Contrato de arrendamiento de vivienda o alquiler
- ☐ Factura de agua, luz, gas, cable o teléfono
- ☐ Estado de cuenta bancaria o tarjeta de crédito
- ☐ Declaración de salario W-2
- ☐ Talón nómina de pago
- ☐ Certificado de inscripción tribal (formulario 506) u otra identificación emitida por una tribu indígena reconocida en Arizona
- ☐ Documentación de una agencia estatal, tribal, o del gobierno federal (Administración del Seguro Social, Administración de los Veteranos, Departamento de Seguridad Económica de Arizona)
- ☐ Una instalación temporal en la base (para familias militar)

- ☐ Actualmente, no es posible presentar ninguno de los documentos anteriormente mencionados. Por lo tanto, he presentado una declaración jurada original firmada y notariada por un residente de Arizona que certifica que yo he establecido residencia en Arizona con la persona que firma la declaración jurada.

_____ _____

Firma del padre/madre/tutor legal Fecha

* Para los miembros de las fuerzas armadas, la provisión de documentación verificable no sirve como declaración de residencia oficial para el impuesto sobre la renta u otros propósitos legales. Los miembros del servicio armado pueden utilizar una instalación temporal en la base como dirección para la prueba de residencia.

#2803440

C.3
Personnel

C.3 Personnel

This section identifies the personnel necessary to operate FPA and to implement the program of instruction. It includes (A) a clear and comprehensive description of the staffing plan, (B) a description of how the staffing plan is adequate for the effective implementation of the program of instruction; (C) a compensation and benefits plans; (D) a detailed plan to recruit, hire, and train necessary personnel, and (E) a description of how the recruiting process result in a qualified staff. (F) Salaries and employee related expenses (ERE) align with the start-up and three-year-operational budgets found in the budget assumptions (see sections C.4 and C.5).

A. Staffing Plan and Minimum Qualifications for Each Position

To advance our mission and meet the diverse needs of parents and students within the target population, FPA will offer students flexible schedules including AM and PM shifts and various modalities including a physical campus, an online campus, and an online-hybrid learning environment. This section provides a comprehensive staffing plan including professional qualifications required for each position to meet these staffing needs and execute a successful program of instruction.

The following table shows the estimated enrollment figures for years 1 - 3. It includes the estimated number of students by grade level separated by modality (online and physical campus). These enrollment figures are used to project the anticipated staffing plan.

	Year 1		**Year 2**		**Year 3**	
	AOI	Campus	AOI	Campus	AOI	Campus
7	30		30	30	60	30
8	30		30	30	60	30
9			30	60	60	60
10			30	60	60	60
11					60	60
12						
Sub Total	60	0	120	180	300	240
TOTAL	**60**		**300**		**540**	

Table C.3.1: FPA 3 Year Enrollment and Student/Teacher Projections

Clear and Comprehensive Staffing Plan

Table C.3.2 shows a comprehensive staffing plan including instructional, non-instructional, and contracted personnel anticipated for years 1–3.

Position	Year 1 FTE	Year 2 FTE	Year 3 FTE
Director/Principal	1.0	1.0	1.0
Director/Operations	-	1.0	1.0
Director/Communications	-	-	1.0
Office Manager/Registrar	1.0	2.0	2.0
Instructor/Teacher	3.0	15.0	27.0
Coach/TA (1FTE = 2PT)	1.0	5.0	9.0
Guidance Counselor	-	1.0	1.0
Special Education (contracted)	2.0	4.0	6.0

Accounting/Bookkeeper (contracted)	0.25	0.5	1.0
IT (contracted)	-	1.0	1.0
TOTAL FTEs	**8.25**	**30.5**	**50.0**

Table C.3.2: FPA 3-Year Instructional and Non-Instructional Personnel

Table C.3.3 shows the anticipated daily staffing schedule to effectively serve FPA's year 1 student population. The thumbnails below show projected staffing schedules for years 2 and 3.

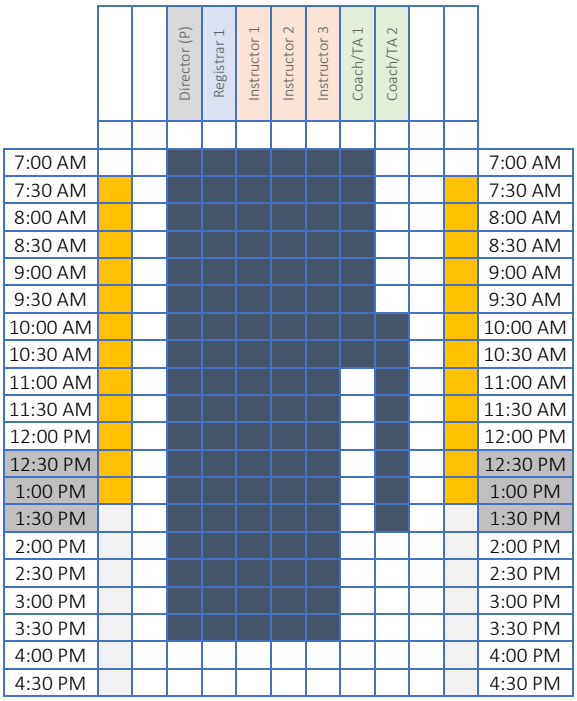


Table C.3.3: FPA Year 1 Staffing Schedule for Instructional and Non-Instructional Personnel

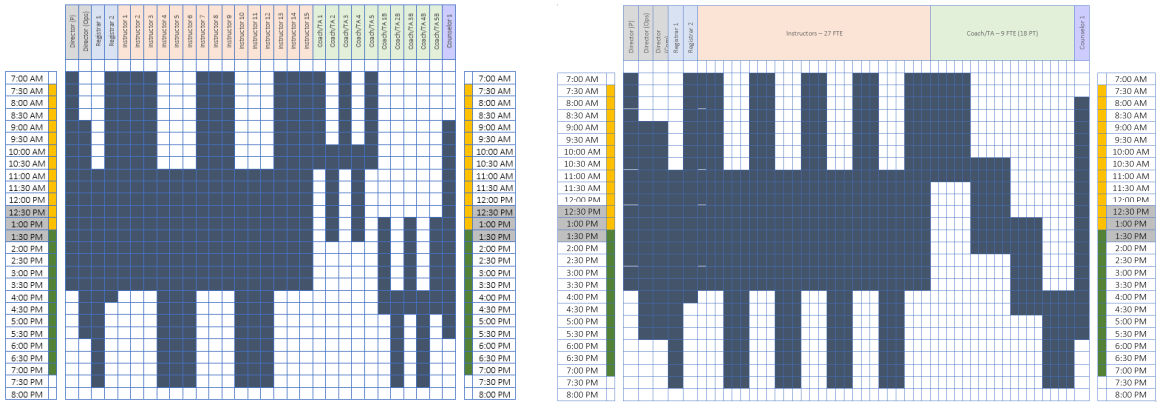


Image C.3.1: FPA Year 2-3 Staffing Schedule for Instructional and Non-Instructional Personnel

Minimum Qualifications and Experience

The following chart shows the minimum qualifications and experience for all staff positions as well as individual qualifications and experience for each staff position. For additional detail see Staff/Personnel Compensation, Qualifications, and Experience in Section C.3.C.

Position	Qualifications and Experience
ALL STAFF	School-wide expected Qualifications, Skills, and/or Experience: • Maintain a professional code of conduct, including but not limited to professional language, actions, and attire. • Maintain professional confidentiality of personal and private matters pertaining to students, parents, and co-workers. • Acknowledge and accept direction from executive and school leadership. • Demonstrate willingness and desire to work and collaborate with students, parents, coworkers, and the general public. • Communicate effectively, both verbally and in writing. • Maintain positive and pro-active customer service in all aspects of communication, both internally and externally. • Prioritize work and handle multiple tasks while working independently. • Display excellent planning and organizational skills. • Work under pressure, pay attention to detail, meet deadlines, and deal with difficult situations while maintaining composure, professionalism, and a positive attitude. • Take initiative to look at data analytically, showing excellent reasoning and problem solving skills as they relate to continuous improvement for professional and personal growth. • Demonstrate awareness and willingness to understand personal role and how it contributes to the success of other departments or functional areas. • Embrace a culturally diverse environment. • Be knowledgeable and proficient in Microsoft Office programs. • Adapt to change while conveying professionalism.
Director/Principal	• 5 years' experience in School Administration, Managerial, or Director Role; • Must hold a Master's Degree or higher in Education or related field from an accredited college or university. • Knowledge of secondary school curriculum, special education and Arizona State Education Laws. • Experience in staff selection, assignment, orientation, and performance evaluation in accordance with state law and school policy. • Should have experience with Science, Technology, Engineering, Math, Entrepreneurship, Cloud Technologies, digital learning platforms, and business intelligence software. • Bilingual preferred. • Valid fingerprint clearance card.
Director/Operations	• Minimum of 5 years' experience in School Administration, Managerial, or Director Role in Operations • Experience managing individuals or teams of individuals and working with organizational stakeholders to achieve desired objectives • Master's degree or workforce equivalent • Valid fingerprint clearance card.
Director/Business, Marketing, & Communications	• Minimum of 5 years' experience in School Administration, Managerial, or Director Role in Business, Marketing or Communications

	• Experience managing individuals or teams of individuals and working with organizational stakeholders to achieve desired objectives • Master's degree or Workforce Equivalent • Valid fingerprint clearance card.
Office Manager/Registrar	Strong and demonstrated commitment to the school's mission, vision, and core values; Minimum of an Associate's Degree; Excellent communication skills (written and spoken) in both English and Spanish; Personable; Demonstrates taking personal ownership for his or her own development; growth mindset; Valid fingerprint clearance card; Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role.
Instructor/Teacher	Skills/Abilities: • Maintain a professional code of conduct, including but not limited to professional language, actions, and attire. • Maintain professional confidentiality of personal and private matters pertaining to students, parents, and co-workers. • Demonstrate willingness and desire to work and collaborate with students, parents, coworkers, and the general public. • Communicate effectively, both verbally and in writing. • Maintain positive and pro-active customer service in all aspects of communication, both internally and externally. • Prioritize work and handle multiple tasks while working independently. • Display excellent planning and organizational skills. • Work under pressure, pay attention to detail, meet deadlines, and deal with difficult situations while maintaining composure, professionalism, and a positive attitude. • Take initiative to look at data analytically, showing excellent reasoning and problem-solving skills as they relate to continuous improvement for professional and personal growth. • Demonstrate awareness and willingness to understand personal role and how it contributes to the success of other departments or functional areas. • Know and be proficient in Microsoft Office programs. • Adapt to change while conveying professionalism. • Establish work priorities and work independently without supervision. Education/Training: • Highly qualified in content area • Bachelor's Degree (Master's preferred) • 5 year's verifiable and applicable work experience within subject area • Teaching experience at the secondary education level preferred • Valid fingerprint clearance card
Coach/TA (1FTE = 2PT)	Job Specific Skills/Abilities: • Highly developed communication and organization skills • Ability to multitask and prioritize tasks • Knowledge of educational, behavioral, and emotional principals and techniques

	• Ability to work and interact with all other school personnel and students in a cooperative, collaborative, and courteous manner • Understand, demonstrate knowledge of, and follow school policies, rules, and procedures pertinent to the assigned position and duties. • Understand and carry out oral and written instructions. • Minimum Associate of Arts or equivalent or passing an approved Para Professional Certification Assessment strongly recommended • Current valid Fingerprint Clearance Card
Guidance Counselor	• Valid guidance counselor certificate from Arizona Department of Education • Master's or more advanced degree from an accredited institution in Psychology, counseling or related field • Prefer at least three years of verified full-time experience as a school guidance counselor or equivalent experience in a related industry • Proficient in Microsoft applications • Online experience preferred • Current Arizona Fingerprint Clearance Card
Special Education (contracted)	• Must hold a bachelor's degree or higher and have Special Education Certification from the Arizona Department of Education • Minimum of two years' experience working as a Special Education Teacher, and have knowledge of Special Education Compliance and Laws • Should have experience in writing IEPs and 504 plans and ability to interpret student data and identify special education needs. • Valid Arizona Fingerprint Clearance Card.
Accounting/Bookkeeper (contracted)	• Strong bookkeeping/accounting skills • Customer Service Skills / Experience in managing several clients at one time • Knowledge of GAAP, business principles and standard operating practices, and a strong accounting background (CPA Licensure preferred) • Ability to work closely with Principal and Directors on alignment of budget to school goals • Computer skills and proficiency in Microsoft Office (Word & Excel) • Ability to work as a member of a team. Ability to self-start, prioritize, and multi-task • Organizational skills with attention to detail • Effective communication skills • Demonstrated ability to initiate and maintain effective and cooperative relationships with stakeholders • Interest and commitment to education reform, particularly in regard to educational choice and the Charter School movement
IT (contracted)	• Strong IT background including installation and set-up of network, hardware & software installations, device imaging, troubleshooting, and technology maintenance on an as-needed basis. • Oversee basic IT services for school-based systems, equipment installation services, device maintenance and repair, IT consulting, troubleshooting and IT support, cloud-based storage & managed services, ITAD solutions, and custom imaging services. • 5 years of experience working directly with schools and businesses

Table C.3.4 shows the instructional staff used to calculate FPA's student to teacher ratios.

	Yr 1 Instructional FTE	Yr 2 Instructional FTE	Yr 3 Instructional FTE
TOTAL ENROLLMENT	**60**	**300**	**540**
Instructor/Teacher	3.0	15.0	27.0
Coach/TA (1FTE = 2PT)	1.0	5.0	9.0
Total Instructional FTEs	**4.0**	**20.0**	**36.0**
Student Teacher Ratio	**15:1**	**15:1**	**15:1**

Table C.3.4: FPA 3 Year Instructional Staffing Projections and Student to Teacher Ratio

B. Adequate Plan for Effective Implementation

The staffing plan for FPA's program of instruction has been carefully considered and built around the needs of the student while maintaining financial viability to ensure the longevity of the school as it relates to compliance, student recruitment, business needs, and ongoing operations. FPA's founding team is confident this staffing plan is more than adequate to effectively implement and operate FPA's program of instruction and advance FPA's vision, mission, and goals to improve pupil achievement in the target population.

Grades and Number of Students Served: Years 1-3

In year 1, FPA will serve an estimated 60 AOI students in grades 7-8. In year 2, FPA will open a physical campus and serve an estimated 300 students in grades 7-10. An estimated 180 of those students will attend FPA's physical campus and an estimated 120 students will attend FPA's online campus (120+180=300). In year 3, FPA will expand to serve grades 7-11 with an estimated 240 students attending FPA's physical campus and an additional 300 students attending online (240+300=540). Classes will be offered in 2 separate, 6-hour shifts: an "A" shift (7:30AM – 1:30PM) and a "B" shift (1:30PM – 7:30PM). Each shift will offer four 90-minute classes (See A.4). In year 1, FPA anticipates only offering shift "A."

Number and Type of Instructional and Non-Instructional Personnel: Years 1-3

As shown in table C.3.2, in year 1, FPA will employ 1 Principal Director, 1 Office Manager/Registrar, 3 FTE Instructors/Teachers, 2 Part-Time Coaches/TAs, 2 contracted special education Teachers/Interventionists, and 0.25 FTE contracted Bookkeepers.

In Year 2, FPA will add a 2nd Director (Operations Director), 1 additional office manager, 12 new instructors, 4 new PT Coaches/TAs, 1 new guidance counselor, 2 new contracted SPED Teachers/Interventionists, 0.5 FTE contracted Bookkeepers, and 1 new contracted IT specialist.

In Year 3, FPA will add a 3rd Director (Communications Director), 12 new instructors, 4 new PT Coaches/TAs (2FTEs), 2 new SPED Teachers/Interventionists, and 1 FTE contracted Bookkeepers.

C. Compensation and Benefits

The following discusses the compensation and benefits plan that supports personnel qualifications and experience required to support FPA's program of instruction. It provides both a general overview for all staff as well as compensation, qualifications, and essential functions for each individual position.

C.1 Salary and Compensation Overview

To attract and retain high-quality teachers, FPA will provide salary and compensation comparable to or above the average compensation range for highly qualified or certified teachers working within the target area. FPA plans to increase employee base pay by 5% in years 2 and 3 for full time staff. Salary assumes a 9% contribution for payroll taxes (See Expense Assumptions C.5). Breakdown is as follows:

- 6.20% Social Security
- 1.45% Medicare
- 1.00% Unemployment Insurance
- 0.35% Workers' Compensation Insurance

Assumptions are based on federal regulations and similar contributions made by comparable Arizona Employers, Districts, and Charter Schools. FPA will perform continuous and ongoing market analysis of salaries to ensure we are attracting the right candidates. Compensation for all positions will also be based on skill, experience, and staffing needs.

C.2 Benefits Overview

In addition to competitive pay, FPA will offer retirement and health insurance benefits.

Retirement (1:1 match up to 3%) - FPA will encourage staff to contribute to an individual retirement account by participating in a 401(k) match. FPA will match staff IRA contributions dollar for dollar up to 3% of their annual salary. Data and research shows this benefit offers a competitive edge to help attract and retain quality talent. [161]

Health ($3,000 annual employer contribution) – FPA has budgeted $250 per month per FT employee for medical, dental, and vision insurance.

C.3 Staff/Personnel Compensation, Qualifications, and Experience

Director (Principal): ($72,000 – 98,000)

Qualifications – Minimum of 5 years' experience in School Administration, Managerial, or Director Role; Must hold a Master's Degree or higher in Education or related field from an accredited college or university. Candidate must have Knowledge of secondary school curriculum, special education and Arizona State Education Laws. Should have experience in staff selection, assignment, orientation, and performance evaluation in accordance with state law and school policy. Should have experience with Science, Technology, Engineering, Math, Entrepreneurship, Cloud Technologies, digital learning platforms, and business intelligence software. Bilingual preferred. Position must have a valid Arizona Fingerprint Clearance Card with Level One and IVP #.

Essential Functions – Responsible for completing all reporting as required by ADE in a timely manner; Directly responsible for the administration, supervision and evaluation of all areas related to the management of the school; Organizes, coordinates, supervises, evaluates, and interprets the total instructional and curricular program; Develop and supervise the instructional program consistent with the needs of the students and the mandates of the state; Visit physical and virtual classrooms to maintain an ongoing knowledge of classroom procedures for teaching and learning; Administers the approved school

[161] About 40% of companies contribute 50 cents on the dollar up to 6% of salary. Another 38% match employee contributions dollar for dollar, but the maximum is normally lower – commonly 2-3%.

budget by seeing that expenditures are within the approved budgetary allotment; Oversee accounting and contracted services; Responsible for grants management; Ensure that the attendance reporting and record keeping functions are performed within procedures required by ADE and state statutes; Prepare a calendar of school program and activities; Develop handbooks for students and teachers; Establish effective procedures for controlling pupil behavior during school hours and at all school activities; Responsible for overseeing state testing (AIMS, AzMERIT, etc); Oversee school personnel and staff training and development.

Director (Operations & Maintenance): ($60,000 - $85,000)

Salary based on experience and size of student body

Qualifications –Minimum of 5 years' experience in School Administration, Managerial, or Director Role; Experience managing individuals or teams of individuals and working with organizational stakeholders to achieve desired objectives*;* Master's degree*;* Possess a Class 1 Fingerprint Clearance Card.

Essential Functions – Responsible for carrying out the operational vision and mission of FPA to provide motivated students the opportunity to achieve academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators. Operates within the parameters and budget constraints outlined by the board to ensure organizational objectives are met in compliance with state and charter board regulatory requirements. Collaborates with internal and external personnel (e.g. other administrators, architects, contractors, auditors, public agencies, community members, etc.) for the purpose of planning, implementing and/or maintaining services and programs. Directs department operations; the maintenance of services and the implementation of new programs and/or processes (e.g. major renovations; site repairs/construction, maintenance, acquisition of new land for construction, etc.) for the purpose of providing services within established timeframes and in compliance with related requirements. Facilitates meetings and workshops, etc. for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative. Monitors budget allocations, expenditures, fund balances and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed. Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions. Performs personnel functions (e.g. interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget. Plans for and inspects new construction, repair work and related projects for the purpose of ensuring that jobs are completed efficiently; specifications are within regulatory requirements; and approving inspection reports and payment requests. Prepares a wide variety of written materials (e.g. facility records, correspondence, memos, reports, policy/procedures, budget, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information. Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.

Director (Communications): ($60,000 - $75,000)

Salary based on experience and size of student body

Qualifications – Minimum of 5 years' experience in School Administration, Managerial, or Director Role; Experience managing individuals or teams of individuals and working with organizational stakeholders to achieve desired objectives*;* Master's degree*;* Possess a Class 1 Fingerprint Clearance Card.

Essential Functions – Marketing, Advertising, Branding, and Public Relations. Responsible for carrying out the operational vision and mission of FPA to provide motivated students the opportunity to achieve

academic excellence and develop life skills in a technology-rich, career-focused, and safe learning environment taught by caring and knowledgeable educators. Operates within the parameters and budget constraints outlined by the board to ensure organizational objectives are met in compliance with state, charter board, and regulatory requirements. Coordinates and sustains all aspects of internal and external communications, including news media relations, a diverse array of print/electronic publications, web site, and social media initiatives. Plans, implements, and coordinates the FPA' marketing, advertising and public relations programs to parallel the goals and mission of FPA. Establishes, nurtures, and maintains positive external relationships with individuals, businesses, and community-based organizations that support the FPA's outreach efforts. Arranges for interviews with personnel for print and broadcast media and for special events. Composes correspondence, media messages, articles, press releases, announcements, presentations and other oral/written communications to meet FPA's outreach needs. Acts as spokesperson and liaison with the media. Coordinates the photography needs of FPA. Plans and coordinates all relevant activities for special events. Coordinates alumni and community relations. Participates in appropriate committees. Cultivates individual relationships and partnerships that support organizational initiatives. Attends Board meetings as needed, serves on pertinent Foundation committees and participates in community and social events that promote FPA and cultivate relationships leading to grants and donations. Coordinates the creation and implementation of a strategic plan for the marketing and community relations functional area. Reviews, maintains and evaluates the budget for the marketing and community relations functional area. Develops outcomes for the marketing and community relations functional area, monitors assessment of those outcomes, and develops plans of action for improvement based on the assessment of those outcomes. Assists with the development, implementation, monitoring, and revision of policies and procedures relating to the marketing and community relations functional area. Assists with the process for systematic review and evaluation of the marketing and community relations functional area. Attends the workplace regularly, reports to work punctually and follows a work schedule to keep up with the demands of the worksite. Completes duties and responsibilities in compliance with FPA standards, policies and guidelines. Uses interpersonal skills and makes sound judgments to decide how duties and responsibilities are completed between coworkers, the supervisory chain, faculty, staff, students, and community partners. Completes all required training and professional development sessions. Supports FPA's values and institutional goals. Working hours may include evenings, holidays or weekends depending on deadline requirements and special events. Performs other duties as assigned.

Office Manager/Registrar: ($36,000-$48,000)

Qualifications - The following are the critical skills and experiences sought in an effective Office Manager/Registrar at FPA :

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of an Associate's Degree
- Excellent communication skills (written and spoken) in both English and Spanish
- Personable
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

Essential Functions - The primary responsibilities of the Office Manager/Registrar are to support the school's operations and maintain all school records. As such, the Office Manager/Registrar is the custodian of records for FPA.

The following are the primary responsibilities of the Office Manager/Registrar:

- Manage student information system and SAIS uploads
- Manage enrollment and attendance
- Process enrollment/withdrawal forms
- Submit estimated student counts
- Maintain student files and compliance with applicable statutes
- Greet visitors/answer general phone line

Instructor/Teacher/Facilitator: ($45,000 – $60,000)

Qualifications – Teachers must hold a master's degree from a regionally accredited university and/or have at least 5 years of verifiable and applicable work experience within their respective subject area. Teachers will be committed and able to demonstrate effectiveness in instruction according to Arizona State Standards; and Possess a Class 1 Fingerprint Clearance Card.

Essential Functions – Provide instruction that demonstrates alignment between instruction, assessment, and student activities; Monitor student proficiency of performance objectives; Exercise effective classroom management; Create, modify, and implement lesson plans according to Arizona State Standards; Provide instructional intervention; Implement progress monitoring for students performing below grade level; Use methods of instruction and assessment as outlined by FPA; Supervise student activities; Participate in creating school scope and sequence; oversee grading, feedback, and student performance evaluation; Other duties as prescribed by the principal and governing board.

Special Education Teacher ($35,000 - $60,000)

Qualifications – Must hold a bachelor's degree or higher and have Special Education Certification from the Arizona Department of Education, have a minimum of two years' experience working as a Special Education Teacher, and have knowledge of Special Education Compliance and Laws. Should have experience in writing IEPs and 504 plans and ability to interpret student data and identify special education needs. Position must have a valid Arizona Fingerprint Clearance Card with Level One and IVP#.

Essential Functions: The Special Education Specialist provides support for the instructional program for students with special needs, pertinent information and consultant services to staff members and parents, on-going student assessment and evaluation, on-going planning with regular classroom teachers. The Special Education Specialist minimum qualifications will include:

Note: FPA intends to contract Special Education Services in years 1-3 and will ensure the contracted service provider(s) meet or exceed FPA's qualifications and essential functions.

Coach / Teaching Assistant: ($15-$25/hr)

Qualifications – Passing score on ParaPro exam or a minimum of 60 credit hours from an accredited university or applicable job-related experience. Proficient in Microsoft Office Software; Basic clerical skills; Bookkeeping experience; Ability to obtain a Class 1 Fingerprint Clearance Card; Previous experience working with children; Organizational skills; Knowledge of cloud storage and familiarity with online classroom portals such as Moodle, Blackboard, Canvas, Acellus, Pluralsight, and Lynda a plus**.**

Essential Functions: Assist full-time teacher(s) in classroom duties; assist student with computer-related questions; assist student with goals, focus, motivation, core values, and time on task; communicate with parents/students; track student attendance; Order supplies; Answer phones; other clerical duties as prescribed by teacher or principal. Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and/or mental disabilities; assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by

teachers; supervise students in classrooms, halls, cafeterias, school yards, or on field trips; enforce administration policies and rules governing students; observe students' performance, and record relevant data to assess progress; discuss assigned duties with classroom teachers to coordinate instructional efforts; instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage; present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods, organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills; distribute tests and homework assignments and collect them when they are completed; type, file, and duplicate materials.

Guidance Counselor ($38,000-$48,000)

Qualifications: Hold a master's degree in counseling from an accredited college or university; Meet the certification requirements for school counselor from the Arizona Department of Education.
Primary functions: Assist students in the areas of academic development, career development, and citizenship development, as well as emotional and social development; Collaborate with faculty, staff, and parents to better understand and meet the needs of all students; Develop, review, and revise a career and educational plan for each student; Monitor and advise students and parents as to progress toward promotion and graduation; Prepare students for transition to next level of education or career; monitor student attendance records and provide intervention as needed.
Note: No guidance counselor will be hired for year 1. A guidance counselor will be hired when total student enrollment reaches 150 students (estimated in 2nd year).

D. Recruiting, Hiring, and Training[162]

Recruiting

FPA will employ a recruitment process that seeks out and attracts the most-qualified personnel. The following outlines the primary methods and mediums FPA will primarily use to meet staffing needs:

- Arizona Teaching Fellows and alumni
- Arizona Department of Education
- Job-posting websites
- Local and national schools of education
- Professional associations (for positions other than teachers)
- School Website
- Word of mouth

Recruiting Process

In the recruitment process, FPA will communicate major benefits to prospective employees such as technology-driven classrooms, increased automation, community impact, opportunities for professional growth, alternative shift schedules, extended Fall and Winter breaks, and opportunities for innovation.

After potential staff have been identified and prospective employees have expressed reciprocal interest, the screening process will begin to find personnel who exhibit a passion for technology-driven education and alignment with FPA's mission, vision, values, and educational philosophy. These individuals

[162] Adapted from the recruiting, hiring, and training policies of Western School of Science and Technology, Inc., an Arizona Charter School

must show a strong commitment to student achievement, commitment to growth and improvement, and general qualities of flexibility, professionalism, strong work ethic, and drive.

The following outlines the application, interview, and hiring process:

9. Resume Screen
10. Cover Letter Screen
11. Phone Screen
12. In-Person Interview
13. Sample Lesson
14. Sample Lesson Plan
15. Feedback Response
16. Reference Check

The following describes each process in detail as well as its purpose in the staff-selection process.

1. Resume Screen

Candidates will submit their resumes via email or an electronic submission form found on the FPA website. Resumes will be received by the School Director/Principal (or Director of Operations beginning in year 2). The Director of Operations will screen resumes, considering factors such as high academic achievement, impressive employment experience, credible referrals, demonstrated leadership experience, and general organizational skills and written communication ability based on candidate's resume and cover letter.

2. Cover Letter Screen

Candidates will also submit a cover letter detailing their educational philosophy. The Principal or Director of Operations will review this letter considering such factors as: how the candidates' mission, vision, and values compares with FPA' and the candidate's general written communication and organizational abilities. A rubric, created by the Principal and/or the Director of Operations will be used to evaluate Cover Letter effectiveness. Candidates deemed viable, will advance to the phone screen portion of the interview process.

3. Phone Screen

Qualified candidates who have successfully passed the initial resume and cover letter stage, will participate in a phone interview with the School Director/Principal or Director of Operations. The phone interview will the candidate a series of behavioral based questions developed by the Principal or Director of Operations. The candidate's responses will be graded on a pre-defined rubric created by the Principal and/or Director of Operations. Questions should seek to gauge an individual's verbal communication skills and ability to draw on personal experiences to convey relevant principles and values. Qualified candidates will advance to the In-Person Interview portion of the interview process.

4. In-Person Interview

The in-person interview will consist of three parts: an in-person interview, a sample lesson--in which the applicant will create and submit or upload a sample lesson plan online, and a short session in which feedback is offered to the candidate and the candidate has a chance to respond to the feedback. This step will be completed by the School Director/Principal and/or an interview panel arranged by the

principal which would include the candidate's potential immediate supervisor (if applicable). This will take place at FPA in Years 2 and 3; before then, it will take place at a location to be determined.

The purpose of the in-person interview session is to assess the candidate's spoken communication ability, presence, mindsets, and educational practice. Candidates will also be invited and encouraged to ask questions in which the interviewer or interview panel will assess for general interest and educational knowledge of the applicant. The purpose of the curriculum sample will be to assess the candidate's knowledge and ability of relevant subject material and ability to competently navigate a computer. The goal of the feedback response session is to assess the candidate's growth mindset and receptiveness to constructive criticism. All of the above will be assessed using defined rubrics created by the principal or director of operations.

5. Reference Check

Candidates selected to move beyond the in-person interview will advance to the reference check portion of the interview process. In this stage, the principal or director of operations or the interview panel will review the candidate's professional references that were submitted via resume or during the in-person interview process. The purpose of this step is to assess the applicant's character, work ethic, follow-through, and ability to work well with others in a professional environment.

6. Final Decision

Following steps 1-5, the School Director/Principal, with the assistance and insight of the interview review panel and/or the applicant's immediate supervisor, will consider the totality of that candidate's interview process and make a selection as to whether or not to offer the candidate a position.
FPA will not discriminate in the staff recruitment, selection, hiring, or supporting processes on the basis of ethnicity, race, national origin, gender, religion, disability, marital status, veteran status, or any other protected classification according to applicable law.

Onboarding and Orientation

From both a legal compliance and a school culture perspective, FPA will aim to effectively onboard and orient staff members quickly and effectively. The following will discuss the onboarding and orientation process for new staff members.

FPA will ensure compliance with all statutes relating to fingerprint clearance cards. Pursuant to A.R.S. § 15-183.C.5, all instructional employees will maintain fingerprint clearance cards, and employment offers will be contingent upon receipt by the school of the prospective employee's fingerprint clearance card. In an effort to ensure compliance prior to school start, FPA will make every effort hire all staff by June 15 of each year. This should provide ample time for potential staff to obtain receipt of fingerprint clearance cards before the first day of staff development on August 1.

Applicants may be invited to attend Summer sessions to assist the principal with the creation of effective, rigorous, and standards-aligned Essential Learning Outcomes; to help develop requisite documents, pacing guides, and rigorous standards-aligned Quarterly Benchmark Assessments; to prepare for the planning and delivery of effective instruction, best practices for instruction, the effective usage of hybrid learning for instruction, and to explore opportunities for differentiation in instruction; and finally to prepare for the usage of assessment data to drive instruction, explore effective co-observation techniques, and discuss proper and effective collaborative assessments, PLC Meetings, and Data Analysis Meetings (See A.5).

An effort will also be made to further develop values and culture integral to FPA's educational philosophy during the month's leading up to the start of the school year. Under the direction of the principal, an onboarding and orientation class will be made available to new hires via the Canvas LMS.

This will serve the dual purpose of familiarizing staff with a key instructional delivery system while also providing relevant information designed to train newly-hired staff on the FPA's Vision, Mission, Core Values, and the methodologies outlined above. This onboarding course will be made available in year 2, while the Principal will address the needs served through this course on an individual basis in year 1.

Training - Ongoing Professional Development

FPA will provide the structure, support, and ongoing development to continuously improve staff effectiveness. The following will ensure continuous improvement of staff effectiveness throughout the school year:

- Teacher co-observations and debriefs.
- Weekly content area collaborative team meetings to discuss student performance, share best practices, debrief from teacher co-observations, and conduct action research projects
- Bi-monthly school-wide professional development sessions which may be differentiated. Sessions will be based upon needs identified by survey feedback, collaborative team requests, or the results of observations or evaluations. Sessions will be conducted by FPA staff or outside consultants with expertise in the area of interest. Staff may also attend off-site professional development sessions or conferences
- Continuous coaching and feedback based upon informal observations
- Action research

Professional development will be differentiated and based upon teacher need, as determined by survey, observation, and evaluation results and collaborative team requests.
Structurally, at least one hour will be built into every week for collaborative team or full-staff professional development time.

Teacher Evaluation

FPA will use a comprehensive system to monitor and evaluate the effectiveness of instructional practices of the school's teachers.

Teacher Performance Levels

The following performance levels will be used, from least to most effective:
Ineffective, Marginally Effective, Effective, Highly Effective, Exemplar.
In addition, teachers new to FPA will be ranked as "New to Freedom" pending results of the first formal observation.

Formal Evaluations

The School Director/Principal will conduct a formal evaluation of each teacher's performance each semester. Formal evaluations will be preceded by a Pre-Observation Conference and followed by a Post-Observation Conference. During the Pre-Observation Conference, the School Director/Principal will discuss the teacher's professional development goals from the past semester and what to expect during the upcoming lesson. Evaluations will assess instructional practice and the effectiveness of a teacher's lesson plans, gradebook, assessments, and assessment results. Pursuant to new state requirements, 40% of teachers' formal summative evaluations will be based upon their students' assessment results – relating to both proficiency and growth – and their usage of data to improve students learning. The Post-Observation Conference will present the results of the Formal Evaluation, including:

- Determination of a teacher's performance level according to a defined rubric modeled upon rubrics used at high-performing charter schools.
- Determination of specific progress, assets, and areas of growth in a teacher's practice, including specific coaching opportunities and action steps moving forward.
- Determination of whether or not a teacher will be asked back to FPA (during the second semester formal evaluation).

Teachers rated "Ineffective" will not be offered an employment agreement with FPA and teachers rated "Marginally Effective" will be placed on a Performance Plan.

Performance Plans will involve specific growth targets for a teacher relating to instructional performance and student progress, as measured by assessment data. Monthly, the School Director/Principal and any teacher on a Performance Plan will meet to discuss progress regarding the plan and the teacher's professional growth. Administration will also suggest additional professional development opportunities for teachers on Performance Plans and report progress of teachers on Performance Plans to the Governing Board.
A teacher must move from "Marginally Effective" to "Effective" by the next year's first Formal Evaluation to be invited back to FPA.

Informal Observations

FPA endeavors to support and coach all teachers to higher levels of performance and effectiveness.

To that end, school administrators and/or lead instructors will complete informal observations and coaching conversations with teachers throughout the year. Each teacher will receive a minimum of one informal evaluation each semester. Additional informal evaluations will be conducted at the discretion of the Principal and/or lead instructor(s).

Coaching conversations for informal observations are non-evaluative and will be aimed at improving a teacher's performance and identifying concrete areas of growth or new instructional methodologies to implement based upon best practices. Outcomes of coaching conversations may lead to specific action plans or professional development opportunities for teachers.

FPA personnel conducting observations and coaching conversations will be trained through professional development sessions in effective coaching practices to ensure the effectiveness of informal observations and coaching conversations.

School Leader Evaluation and Training

The Governing Board is responsible for the evaluation of the School Director/Principal, it shall also be the responsibility of the Board to adequately develop the School Director/Principal.
The Board shall develop annual goals, specific performance metrics, and a Professional Development Plan for the School Director/Principal each July. Quarterly, the School Director/Principal shall provide the data required by the Board, pursuant to his or her goals and Professional Development Plan. The Board shall monitor this data and suggest professional growth opportunities for the School Director/Principal. Should he or she meet his or her annual goals earlier than anticipated, the Board shall be responsible for formulating new goals. A summative evaluation of the School Director/Principal's performance towards his or her annual goals and Professional Development plan will be compiled by the Board and reviewed by the full Board at each year's June Board meeting.

During the June meeting, the Board shall also evaluate the School Director/Principal's performance against a defined rubric. Per state statute, 40% of the School Director/Principal's evaluation will be based upon student achievement outcomes. The Board shall conduct a Post-Observation Conference to present the results of this evaluation, including:

- Determination of specific progress, assets, and areas of growth in a teacher's practice, including specific coaching opportunities and action steps moving forward.
- Determination of whether or not the School Director/Principal will be asked back to FPA.

Throughout the year, pursuant to the School Director/Principal's goals and Professional Development Plan, leaders shall seek out professional development opportunities that align with both FPA's mission and vision.

The following are examples of potential professional development opportunities for key school leaders:

- Working with an experienced consultant or school leader mentor;
- Attending professional development conferences and sessions
- Visiting exceptional schools to observe and learn how to implement best practices.

E. How Recruiting and Budget Plans Result in a Qualified Staff

The recruiting process outlined above clearly shows how FPA will establish a qualified staff to effectively implement the program of instruction. FPA's Principals and Board of Directors will be responsible for continuous and ongoing oversight in defining specific employee minimum qualifications that shall include, but not be limited to, finding and hiring staff committed to the mission, vision, and values of the school. Establishing and developing a positive staff culture centered around student learning and achievement is vital. As such, FPA will continuously evaluate existing staff and prospective staff to ensure members possess and develop the necessary skills, qualifications, values, and commitment to implement and advance FPA's program of instruction (See B.3).

The salaries and budgets identified in the 3-Year Operational Plan in section C.5 show how FPA will financially support a qualified staff to effectively implement the program of instruction. Staff expenditures are viable and adequate and fall well-within FPA's budget allowance. FPA recognizes the importance of finding and retaining quality employees and is confident that providing staff competitive pay that is above industry average; attractive benefits such as retirement, health, dental, and vision; and unique and enticing features such as flexible schedules, more narrowly-focused teacher roles and responsibilities, and extended time off will surely help organize a powerful team committed to improving pupil achievement in the target population.

The table below shows a summary of FPA's Administration, Instruction and Support (AIS) expenditures as it pertains to staff and contracted services in years 1-3.

	Yr1	Yr2	Yr3
AIS STAFF EXPENDITURES	**Total**	**Total**	**Total**
Director/Principal	$78,480.00	$82,404.00	$86,524.20
Director/Operations		$70,850.00	$74,392.50

Director/Communications			$70,850.00
Registrar/Office Manager	$39,240.00	$82,404.00	$86,524.20
Teacher/Instructor	$156,960.00	$824,040.00	$1,557,435.60
PT-EB Coach (TA/Interventionist)	$31,392.00	$156,960.00	$282,528.00
Guidance Counselor (College and Career)		$45,780.00	$48,069.00
Training and Teacher Improvement (PD)	$4,900.00	$21,000.00	$35,700.00
Employee Benefits	$8,240.40	$33,164.34	$57,713.87
Employee Insurance	$15,000.00	$60,000.00	$99,000.00
Contracted IT		$44,000.00	$44,000.00
Contracted Bookkeeper/Finance/Accounting	$12,000	$24,000.00	$48,000.00
Contracted Services (Special Education)	$61,510.08	$323,714.76	$572,352.96
TOTAL AIS STAFF EXPENDITURES	$407,722.48	$1,768,317.10	$3,063,090.33
TOTAL REVENUE	$577,922.29	$3,041,724.70	$5,506,066.35
AIS STAFF SPEND AS % OF REVENUE	70.5%	58.1%	55.6%

Table C.3.5: AIS Expense Summary for Years 1-3

Year 1 direct staff expenditures represent 70.5% of our total first-year budget. In years 2 and 3, this drops to 58.1% and 55.6%, in part due to increased operational expenses in the form of campus and maintenance costs. FPA has intentionally allocated a significant portion of our total revenue toward direct instruction and support as this strongly correlates with positive student achievement. FPAs overall staffing plan for years 1-3 fits comfortably within our Budget Plan and still averages a 10% carryover year over year (See C.5).

It's should be noted that while our staffing plan, with a low 15:1 student-teacher ratio, is more than adequate to effectively implement our program of instruction, it does not fully capture or measure the tremendous educational support in the form of technology. As discussed throughout the application, FPA's blended learning environment leverages support tools such as Master Teachers who provide direct instruction, guided activities that help teachers and student apply lessons learned, LMS and RTI to help with guided intervention, as well as automated assessment, data analytics, and more. These all serve as force multipliers to assist what will be an already competent staff to be even more qualified to implement our program of instruction and serve our target population.

F. Application Consistency

All salaries and employee related expenses are accounted for in the Start-Up Budget and Three-Year Operational Budget and fully described in the Budget Assumptions.

C.4

Start Up Budget

Exhibit C.4.b – Start-Up Budget Assumptions

The following chart provides detailed assumptions that are both viable and adequate to successfully launch our program of instruction and advance our mission, vision, and educational purpose.

START-UP REVENUE	**Total $**	
Secured Funds - Private Donations		
Secured Funds - Loans	50,000.00	Assumes start-up loan of $50,000 as supported by the proof of secured funds documentation
Secured Funds - Other		
Total Start-up Revenue	**50,000**	
(AIS) EXPENDITURES	Total $	
Director/Principal	6,540.00	Assumes 50% salary stipend in June and July + 9% employer contributions for payroll taxes
Teacher-Regular Education	3,018.47	Assumes 1-week stipend + 9% employer contributions for payroll taxes for 3 teachers for July teacher in-service training
Clerical	6,540.00	Assumes 50% salary stipend for April, May, June, and July plus 9% employer contributions for payroll taxes for 1 Registrar / Office Manager
Curriculum & Resource Materials	3,352.31	Assumes Acellus Curriculum, Canvas Courseware, and Microsoft resource materials licenses will be secured in June using $3,352.31 of available start-up funds. Rate quote by Canvas, Acellus Coordinator Marti Asay, and Microsoft 365-A3 conusltant.
Total Administration, Instruction, & Support	**19,450.78**	
Operations & Maintenance (O&M) Expenditures	**Total $**	
Marketing/Advertising (Website)	2955.00	Assumes website update using $3,000 of available start-up funds. Assumes payment made in March 2020 for updates completed by April 2020. Assumptions based on Quote by BlueJay Web.
Marketing/Advertising (Promotional Booth)	2100.00	Assumes purchase of promotional booth and items for promotional events Assumes items include: 1 10'x10' tent = $253.94; 2 6' folding tables = $81.88; 4 chairs = $81.88; 2 feather flag banners = $79.42; 2 10'x5' printed signs = $350; and 15,000 half-page 14pt ultra-thick cardstock, full color, double sided flyers = $1,252.88
Marketing/Advertising (Social Media)	5000.00	Assumes 5-month FB marketing campaign (Mar-Jul) at $1,000 per month. Quote by Bluejay Creative media
Marketing/Advertising (Flyers/Postcards) x2	3060.00	Assumes $1530 for print and delivery of 18,000 flyers in May and again in June Quote by Jet Print and Flyer Distribution
Marketing/Advertising (Open Houses/Events) x3	450.00	Assumes $150 for refreshments for 3 open house events in May, June, and July
Building Rent/Lease/Loan	4500.00	Assumes $1500 per month for all-inclusive office space for leadership team and staff to service AOI students in year 1. Space includes phone, Internet, and conference room for 7 employees. Assumes 3 months' lease payments (first 2 plus last) to be made in July. Assumptions based on quote by DeRito Partners.

Property/Casualty Insurance	400.00	Assumes 3 month premium for property/casualty insurance beginning in June. Assumption based on rate quote by Astoria Insurance.
Liability Insurance	400.00	Assumes 3 month premium for liability insurance beginning in June. Assumption based on rate quote by Astoria Insurance.
Utilities (Electric, Gas, Water, Waste)	0	Assumes utilities included in office lease
Phone/Communications/Internet Connectivity	0	Assumes Internet and phone included in office lease
Student Technology Equipment (Computer lease)	900.00	Assumes lease purchase of 60 student Chromebooks in July. Assumes 60 HP Chromebook 14" with Intel Processor, 4GB Memory, 16GB SSD, Chrome OS and Included 4G Mobile Internet Service at a rate of $10 per month per Chromebook per student for 36 months. Assumes payment of 1.5 months in July. Assumption based on quote by Adobe Tech
Staff Technology Equipment (Leased through Adobe Tech)	135.00	Assumes lease purchase for staff computers/laptops in July. Assumes staff technology to include a desktop computer or laptop for staff including dual 17” monitors, keyboard, mouse, and power cord. Assumes $15 per month per computer. Rate includes installation and 36-month replacement warranty. Assumes payment of 1.5 months in July. Assumption based on quote by Adobe Tech
Loan Repayment		Startup loan payments deferred until August 2020
Total Operations & Maintenance	19,900.00	
Total Expenditures	**39,350.78**	
Total Start-up Revenues	**50,000.00**	
Budget Balance (= Revenues - Expenditures)	**10,649.22**	**Assumes budget balance to carry over into year 1 operating revenue**

	A	B	C	D	E	F
1	**C.4 Start-Up Budget**					
2	**Applicant Name: Freedom Prep Academy - Mesa**					
3						
4	*Provide Assumptions by Line*	**August 1 of Opening Year**				Timeframe for Acquisition
5	**START-UP REVENUE**				**Total $**	
6	Secured Funds - Private Donations					
7	Secured Funds - Loans				$ 50,000.00	
8	Secured Funds - Other					
9	Total Start-up Revenue				$50,000	
10						Timeframe for Acquisition
11	**Administration, Instruction, & Support (AIS) EXPENDITURES** (add lines as necessary)	**# of FTE Staff**	**@ Salary**	Required Employer Contributions per FTE	**Total $**	
12	Salaries					
13	Director/Principal	1.00	$ 6,000.00	$ 540.00	$ 6,540.00	Start date is June 2020
14	Teacher-Regular Education	3.00	$ 923.08	$ 83.08	$ 3,018.47	Start date is July 2020
15	Teacher-Special Education				$ -	
16	Clerical	1.00	$ 3,000.00	$ 270.00	$ 6,540.00	Start date is April 2020
17	Bookkeeper/Finance				$ -	
18	Custodial/Maintenance				$ -	
19	Other				$ -	
20	Employee Benefits					
21	Employee Insurance (if providing)					
22	Office Supplies (Paper, Postage, etc.)					
23	Instructional Consumables					
24	Membership Dues, Registrations, & Travel					
25	Contracted Services: AIS					
26	Contracted Services: Special Education					
27	Curriculum & Resource Materials				$ 3,352.31	5/1/2020
28	Library Resources/Software					
29	SIS Software					
30	Other					
31	***Total Administration, Instruction, & Support***				$ 19,450.78	
32						Timeframe for Acquisition

	A	B	C	D	E	F
33	**Operations & Maintenance (O&M) EXPENDITURES** (add lines as necessary)				**Total $**	
34	Supplies					
35	Marketing/Advertising (Website)				2955	3/1/2020
36	Marketing/Advertising (Promotional Booth)				2100	4/1/2020
37	Marketing/Advertising (Social Media)				5000	4/1/2020
38	Marketing/Advertising (Flyers/Postcards) x2				3060	5/2020 and 6/2020
39	Marketing/Advertising (Open Houses/Events) x3				450	5/2020 and 6/2020 and 7/2020
40	Building & Improvements					
41	Land & Improvements					
42	Building Rent/Lease/Loan				4500	5/1/2020
43	Property/Casualty Insurance				400	5/1/2020
44	Liability Insurance				400	5/1/2020
45	Utilities (Electric, Gas, Water, Waste)				0	5/1/2020
46	Phone/Communications/Internet Connectivity				0	5/1/2020
47	Student Technology Equipment (Computer lease)				900	7/1/2020
48	Staff Technology Equipment (Leased through Adobe Tech)				135	7/1/2020
49	Loan Repayment					
50	Other					
51	***Total Operations & Maintenance***				$ 19,900.00	
52	**Total Expenditures**				$ 39,350.78	
53						
54	**Total Start-up Revenues**				$ 50,000.00	
55						
56	**Budget Balance** (= Revenues - Expenditures)				$ 10,649.22	

C.4 Start-up Budget Assumptions

This section will provide a viable and adequate budget to cover FPA's expenses that will occur in the start-up process, before state equalization revenue is received. It will provide a list of assumptions coinciding with each line item expense listed on the start-up budget form.
Freedom Prep Academy: FPA ("FPA") created its start-up budget based upon the following budget assumptions.

A. Explanation of Start-Up Revenue

Secured Funds = $50,000 Loan.

The source of revenue for all start-up funds will come from a $50,000 start-up loan supported by the verifiable proof of secured funds documentation.

B. List of Expenditures

Start-up phase will begin Feb 2020 and run through July 2020. A Summary of Start-up expenditures is shown below:

Expenditures	Amount
Director/Principal	6,540.00
Teacher-Regular Education	3,018.47
Clerical	6,540.00
Curriculum & Resource Materials	3,352.31
Marketing/Advertising (Website)	2955
Marketing/Advertising (Promotional Booth)	2100
Marketing/Advertising (Social Media)	5000
Marketing/Advertising (Flyers/Postcards) x2	3060
Marketing/Advertising (Open Houses/Events) x3	450
Building Rent/Lease/Loan	4500
Property/Casualty Insurance	400
Liability Insurance	400
Student Technology Equipment (Computer lease)	900
Staff Technology Equipment (Leased through Adobe Tech)	135
Total Expenditures	**$ 39,350.78**
Total Start-up Revenues	**$ 50,000.00**
Budget Balance	**$ 10,649.22**

Table C.4.1: Start Up Expenditures

C. Assumptions That are viable and adequate

The following chart provides detailed assumptions that are both viable and adequate to successfully launch our program of instruction and advance our mission, vision, and educational purpose.

START-UP REVENUE	**Total $**	
Secured Funds - Private Donations		
Secured Funds - Loans	50,000.00	Assumes start-up loan of $50,000 as supported by the proof of secured funds documentation
Secured Funds - Other		
Total Start-up Revenue	**50,000**	
(AIS) EXPENDITURES	Total $	
Director/Principal	6,540.00	Assumes 50% salary stipend in June and July + 9% employer contributions for payroll taxes
Teacher-Regular Education	3,018.47	Assumes 1-week stipend + 9% employer contributions for payroll taxes for 3 teachers for July teacher in-service training
Clerical	6,540.00	Assumes 50% salary stipend for April, May, June, and July plus 9% employer contributions for payroll taxes for 1 Registrar / Office Manager
Curriculum & Resource Materials	3,352.31	Assumes Acellus Curriculum, Canvas Courseware, and Microsoft resource materials licenses will be secured in June using $3,352.31 of available start-up funds. Rate quote by Canvas, Acellus Coordinator Marti Asay, and Microsoft 365-A3 conusltant.
Total Administration, Instruction, & Support	**19,450.78**	
Operations & Maintenance (O&M) Expenditures	**Total $**	
Marketing/Advertising (Website)	2955.00	Assumes website update using $3,000 of available start-up funds. Assumes payment made in March 2020 for updates completed by April 2020. Assumptions based on Quote by BlueJay Web.
Marketing/Advertising (Promotional Booth)	2100.00	Assumes purchase of promotional booth and items for promotional events Assumes items include: 1 10'x10' tent = $253.94; 2 6' folding tables = $81.88; 4 chairs = $81.88; 2 feather flag banners = $79.42; 2 10'x5' printed signs = $350; and 15,000 half-page 14pt ultra-thick cardstock, full color, double sided flyers = $1,252.88
Marketing/Advertising (Social Media)	5000.00	Assumes 5-month FB marketing campaign (Mar-Jul) at $1,000 per month. Quote by Bluejay Creative media
Marketing/Advertising (Flyers/Postcards) x2	3060.00	Assumes $1530 for print and delivery of 18,000 flyers in May and again in June Quote by Jet Print and Flyer Distribution
Marketing/Advertising (Open Houses/Events) x3	450.00	Assumes $150 for refreshments for 3 open house events in May, June, and July
Building Rent/Lease/Loan	4500.00	Assumes $1500 per month for all-inclusive office space for leadership team and staff to service AOI students in year 1. Space includes phone, Internet, and conference room for 7 employees. Assumes 3 months' lease payments (first 2 plus

		last) to be made in July. Assumptions based on quote by DeRito Partners.
Property/Casualty Insurance	400.00	Assumes 3 month premium for property/casualty insurance beginning in June. Assumption based on rate quote by Astoria Insurance.
Liability Insurance	400.00	Assumes 3 month premium for liability insurance beginning in June. Assumption based on rate quote by Astoria Insurance.
Utilities (Electric, Gas, Water, Waste)	0	Assumes utilities included in office lease
Phone/Communications/Internet Connectivity	0	Assumes Internet and phone included in office lease
Student Technology Equipment (Computer lease)	900.00	Assumes lease purchase of 60 student Chromebooks in July. Assumes 60 HP Chromebook 14" with Intel Processor, 4GB Memory, 16GB SSD, Chrome OS and Included 4G Mobile Internet Service at a rate of $10 per month per Chromebook per student for 36 months. Assumes payment of 1.5 months in July. Assumption based on quote by Adobe Tech
Staff Technology Equipment (Leased through Adobe Tech)	135.00	Assumes lease purchase for staff computers/laptops in July. Assumes staff technology to include a desktop computer or laptop for staff including dual 17" monitors, keyboard, mouse, and power cord. Assumes $15 per month per computer. Rate includes installation and 36-month replacement warranty. Assumes payment of 1.5 months in July. Assumption based on quote by Adobe Tech
Loan Repayment		Startup loan payments deferred until August 2020
Total Operations & Maintenance	19,900.00	
Total Expenditures	**39,350.78**	
Total Start-up Revenues	**50,000.00**	
Budget Balance (= Revenues - Expenditures)	**10,649.22**	**Assumes budget balance to carry over into year 1 operating revenue**

D. Assurance that Revenues Cover Expenditures

FPA Principals and Directors will ensure that the sum of all start-up expenses do not exceed start-up revenue. Start-up expenditures total $39,350.78. This is less than 80% of secured start-up revenue and leaves over 20% of available revenue as contingency funds to cover unanticipated start-up costs and/or to carry over and apply toward year 1 operational expenses. FPA has also secured funds in addition to the verifiable startup revenue to assist with operations in case of delay in equalization disbursements in August.

E. F. Consistency

The timeframes described in all sections of the application package are consistent with the timeframes listed on the start-up budget. This section is consistent with all other sections of this application package.

C.5

Three Year Operational Budget

A

Provide Assumptions by Line	
STUDENT COUNT (at full enrollment)	
Number of Students (Budget based on)	
% of Full Enrollment Budget Based On	
CARRYOVER *(Balance from Start-Up Budget or previous year)*	
REVENUE	
State Funding (Equalization Assistance)	
State Categorical Funding (Prop301)	
Federal Categorical Funding (IDEA)	
Secured Funds - Loans	
Secured Funds - Other	
Total New Revenue	
Administration, Instruction, & Support (AIS) EXPENDITURES	**# of Staff**
TOTAL SITE LOCATIONS	
Salaries	
Director/Principal	1.00
Director/Operations	
Director/Communications	
Registrar/Office Manager	1.00
Teacher-HS (Core Content)	
Teacher-HS (Non-Core)	
Teacher-MS (Core Content)	2.00
Teacher-MS (Non-Core)	1.00
PT-EB Coach (TA/Interventionist) - HS	
PT-EB Coach (TA/Interventionist) - MS	2.00
Guidance Counselor (College and Career)	
Training and Teacher Improvement (PD)	*6.00*
Employee Benefits	
Employee Insurance (if applicable)	
Office Supplies (Paper, Postage, etc.)	
Instructional Consumables (Paper, Projects, etc.)	
Membership Dues (AZ Charter Association)	
Contracted IT - Contracted (Adobe Tech)	-
Contracted Bookkeeper/Finance/Accountng (ADI)	0.25
Contracted Services (Special Education - 12% of state equalization funds)	*2.00*
Curriculum & Resource Materials (Instructional and Assessment Software - Canvas/Acellus)	
Curriculum & Resource Materials (Instructional and Assessment Software - Pluralsight)	
Curriculum & Resource Materials (Instructional and Assessment Software - Prenda LMS)	
Curriculum & Resource Materials (Software - Adobe CC)	
Curriculum & Resource Materials (Software - MSFT Office 365 A3)	
Extra Curricular Arts/Electives (Mesa Arts Center) $28/hr x 4hrs/day x 180 days	
Extra Curricular AZ Code Club (Sundown Assistance)	
Legal Fees	
Auditor Fees	
Total Administration, Instruction, & Support	*8.25*
Operations & Maintenance (O&M) EXPENDITURES	

(add lines as necessary)	
Marketing/Advertising/Retention	
Building Rent/Lease/Loan	
Property/Casualty/Liability Insurance	
Utilities (Electric, Gas, Water, Waste)	
Phone/Communications/Internet Connectivity	
Contracted Services O&M	
Transportation	
Awards and Recognition	
Field Trips and Service Activities	
Food Service	
Student Furniture (Workstations) ($15/mo workstation lease rate)	
Student Technology - (Computers) ($15/mo/CPU/workstation lease rate)	
Student Technology - (Laptops/Chromebook) ($10/mo/laptop/student lease rate)	
Student Technology - (4G mobile hotspots) ($35/mo for 15% of students)	
Staff Technology (Computers) ($15/mo/ CPU lease rate)	
IT Support (Managed Care for Staff & Student Workstations x $10/mo)	
Office Technology & AV Equipment (Printers, Projectors, Routers, Switches, Networking)	
Loan Repayment	
Total Operations & Maintenance	
Total Expenditures	
Total Revenues	
Budget Balance (=Revenues-Expenditures)	

pplicant Name: Freedom Prep Academy - Mesa

First Year			Second Year			
		60				300
		57				285
		95.00%				95.00%
		$ 10,649.22				$ 59,500.35
		$ Amount				$ Amount
		$ 512,584				$ 2,697,623
		$ 44,721				$ 232,033
		$ 9,968				$ 52,568
		$ 567,273				$ 2,982,224
@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total
		1				1
$ 72,000.00	$ 6,480.00	$ 78,480	1.00	$ 75,600.00	$ 6,804.00	$ 82,404
			1.00	$ 65,000.00	$ 5,850.00	$ 70,850
$ 36,000.00	$ 3,240.00	$ 39,240	2.00	$ 37,800.00	$ 3,402.00	$ 82,404
			6.00	$ 50,400.00	$ 4,536.00	$ 329,616
			3.00	$ 50,400.00	$ 4,536.00	$ 164,808
$ 48,000.00	$ 4,320.00	$ 104,640	4.00	$ 50,400.00	$ 4,536.00	$ 219,744
$ 48,000.00	$ 4,320.00	$ 52,320	2.00	$ 50,400.00	$ 4,536.00	$ 109,872
			6.00	$ 14,400.00	$ 1,296.00	$ 94,176
$ 14,400.00	$ 1,296.00	$ 31,392	4.00	$ 14,400.00	$ 1,296.00	$ 62,784
			1.00	$ 42,000.00	$ 3,780.00	$ 45,780
		$ 4,900.00	*25.00*			$ 21,000.00
		$ 8,240.40				$ 33,164.34
		$ 15,000.00				$ 60,000.00
		$ 2,736.00				$ 13,680.00
		$ 6,840.00				$ 34,200.00
		$ 185.25				$ 926.25
$ 44,000.00		$ -	1.00	$ 44,000.00		$ 44,000.00
$ 48,000.00		$ 12,000	0.50	$ 48,000.00		$ 24,000
		$ 61,510.08	*4.00*			$ 323,714.76
		$ 20,520.00				$ 102,600.00
						$ 68,400.00
						$ 205,200.00
		$ -				$ 21,600.00
		$ 2,304.00				$ 11,340.00
		$ -				$ 20,160.00
		$ -				$ 2,500.00
		$ 4,000.00				$ 4,000.00
		$ -				$ 6,000.00
		$ 444,307.73	*30.50*			$ 2,258,923.35
			77%			
		Total				Total

		$ 11,400.00				$ 57,000.00
		$ 18,000.00				$ 182,400.00
		$ 2,500.00				$ 7,500.00
		$ -				$ 45,600.00
		$ 720.00				$ 7,440.00
		$ -				$ 38,000.00
		$ 1,710.00				$ 8,550.00
		$ 2,280.00				$ 11,400.00
		$ -				$ 21,600.00
		$				$
						$ 25,650.00
						$ 25,650.00
		$ 6,840.00				$ 34,200.00
		$ 3,591.00				$ 17,955.00
		$ 1,260.00				$ 6,660.00
		$ 7,560.00				$ 37,200.00
		$ -				$ 2,400.00
		$ 18,253.20				$ 18,253.20
		$ 74,114.20	*13%*			$ 547,458.20
		$ 518,421.93				$ 2,806,381.55
		$ 577,922.29				$ 3,041,724.70
		$ 59,500.35	*10%*			$ 235,343.15

Third Year			
			540
			513
			95.00%
			$ 235,343.15
			$ Amount
			$ 4,769,608
			$ 409,224
			$ 91,891
			$ 5,270,723
# of Staff	**@ Salary**	**Req. Cont.**	**Total**
			1
1.00	$ 79,380.00	$ 7,144.20	$ 86,524.20
1.00	$ 68,250.00	$ 6,142.50	$ 74,392.50
1.00	$ 65,000.00	$ 5,850.00	$ 70,850.00
2.00	$ 39,690.00	$ 3,572.10	$ 86,524.20
12.00	$ 52,920.00	$ 4,762.80	$ 692,193.60
6.00	$ 52,920.00	$ 4,762.80	$ 346,096.80
6.00	$ 52,920.00	$ 4,762.80	$ 346,096.80
3.00	$ 52,920.00	$ 4,762.80	$ 173,048.40
12.00	$ 14,400.00	$ 1,296.00	$ 188,352.00
6.00	$ 14,400.00	$ 1,296.00	$ 94,176.00
1.00	$ 44,100.00	$ 3,969.00	$ 48,069.00
42.00			$ 35,700.00
			$ 57,713.87
			$ 99,000.00
			$ 24,624.00
			$ 61,560.00
			$ 1,667.25
1.00	$ 44,000.00		$ 44,000.00
1.00	$ 48,000.00		$ 48,000.00
6.00			$ 572,352.96
			$ 184,680.00
			$ 123,120.00
			$ 369,360.00
			$ 43,200.00
			$ 20,304.00
			$ 20,160.00
			$ 2,500.00
			$ 4,000.00
			$ 8,000.00
50.00			$ 3,926,265.58
74%			
			Total

			$ 102,600.00
			$ 328,320.00
			$ 12,500.00
			$ 82,080.00
			$ 14,160.00
			$ 76,000.00
			$ 15,390.00
			$ 20,520.00
			$ 28,800.00
			$
			$ 46,170.00
			$ 46,170.00
			$ 61,560.00
			$ 32,319.00
			$ 15,840.00
			$ 66,600.00
			$ 2,400.00
			$ 18,253.20
18%			$ 969,682.20
			$ 4,895,947.78
			$ 5,506,066.35
8%			$ 610,118.57

2020-2021 Application for New Charter

Arizona State Board for Charter Schools

Projected Revenue Calculator

A. Enter Estimated Student Counts	Year 1	Year 2	Year 3	
Kinder				
Grades 1-3				
Grades 4-8	57	114	171	
Grades 9-12		171	342	
Total	57	285	513	
B. Will you have a 200 Day Calendar?	No	No	No	
C. Enter Estimated Student Count Add-On Numbers*				
Hearing Impairment				
ELL (English Learners)	3	17	31	6.0%
MD-R, A-R, and SID-R	3	17	31	6.0%
MD-SC, A-SC, and SID-SC				
Multiple Disabilities Severe Sensory Impairment				
Orthopedic Impairment (Resource)				
Orthopedic Impairment (Self-Contained)				
DD, ED, MIID, SLD, SLI, and OHI				
Emotionally Disabled (Private)				
Moderate Intellectual Disability	3	17	31	6.0%
Visual Impairment				
D. Estimated Equalization Revenue	**$ 557,685**	**$ 2,920,006**	**$ 5,179,216**	

Instructions:

1. Enter the estimated student counts (budget based on, not full enrollment) used in the Three Year Operational Budget, separated by grade level. Kindergarten students should be entered as a head count figure - the worksheet will automatically divide by two for Section A.

2. Confirm that the numbers align with the figures provided in the narrative for C.2 Advertising & Promotion.

3. If you will be operating with a 200 day calendar, change the 'No' in line B to 'Yes.'

4. If you choose to enter estimated counts for student count add-ons, enther whole numbers in Section C. Numbers for Kindergarten students should be divided by 2 for Section C only. These numbers are not required, and if used must be supported in the assumptions and be consistent with the Target Population described in Section A.2. The add-ons for K-3 and K-3 Reading are automatically included in the Estimated Equalization Revenue.

5. Enter the Estimated Equalization Revenue figures from line D into line 12 of C.5 Three Year Operational Budget.

6. Upload this complete Excel file or a PDF copy of the completed "Enter Data Here" sheet only, into C.5 Three Year Operation Budget section of the online application wizard.

Exhibit C.5.c – 3 Year Budget Assumptions

All assumptions are based on Freedom's school design, projected enrollment, and target population needs for years 1-3. Assumptions are rooted in research and best practices and draw from data of over 25 Arizona approved charter applications.

STUDENT COUNT (at full enrollment)	Assumes 60 students in grades 7-8 in year 1 (All AOI) Assumes 300 students in grades 7-10 in year 2 (120 AOI + 180 Physical Campus) Assumes 540 students in grades 7-11 in year 3 (300 AOI + 240 at physical campus)
Number of Students (Budget based on)	Assumes 95% of full student count
% of Full Enrollment Budget Based On	Assumes actual ADM is typically less than projected student count. We chose to build our budget based upon 95% of our total projected enrollment because we believe our year 1 enrollment target of 60 students is very conservative and that our year 2 and 3 growth is very attainable based on research of our target population and existing interest and support by parents and students.
CARRYOVER *(Balance from Start-Up Budget or previous year)*	Assumes carryover balance from startup budget
REVENUE	
State Funding (Equalization Assistance)	Assumes formulas in Department of Education Revenue Calculator. Assumes 6% of enrolled students will be English Language Learners (ELL) and 12% will be SPED. These assumptions are in line with the target population described in section A.2.
State Categorical Funding (Prop301)	Assumes $386 per weighted student count per year in Prop301 funds; weighted amounts determined in revenue calculator based on previous ADE reports.
Federal Categorical Funding (IDEA)	Assumes $125 per unweighted student per year in IDEA funds; weighted amounts based on previous ADE reports
Total New Revenue	
Administration, Instruction, & Support (AIS) EXPENDITURES	Note: In years 1-3 AIS expenditures average 81% of total expenditures. Of this, Instruction and Support services average 74% while administrative expenditures average just 7%. Allocating nearly $0.75 of every dollar spent toward instruction and support aligns with our vision and mission to place the student at the center of our educational philosophy.
Salaries	Assumes 5% annual salary increase for FT positions in years 2 and 3. Assumes 9% contribution for payroll taxes for all staff. Breakdown is as follows: 6.20% Social Security 1.45% Medicare 1.00% Unemployment Insurance

	0.35% Workers' Compensation Insurance Assumptions are based on federal regulations and similar contributions made by comparable Arizona Charter Schools.
Director/Principal	Assumes 1 FTE School Director/Principal salary of $72,000 in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in years 2 and 3. Salary is based on comparable principal/administrative positions throughout Maricopa County.[162]
Director/Operations	Assumes 1 FTE Director of Operations salary of $65,000 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Director/Communications	Assumes 1 FTE Director of Communications salary of $65,000 beginning in year 3. Assumes 9% required employer contributions.
Registrar/Office Manager	Assumes 1 FTE office manager/registrar salary of $36,000 annual salary beginning in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 2 and 3. Assumes 2nd FTE office manager/registrar salary of $37,800 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Teacher/Instructor (All)	Assumes 3 FTE teacher salaries of $48,000 in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in years 2 and 3. Assumes 15 FTE teacher salaries of $50,400 in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year and 3. Assumes 25 FTE teacher salaries of $52,920 in year 3. Assumes 9% contribution for payroll taxes. Note: Operational budget breaks down total teachers/instructors by grade level and subject
PT-EB Coach (TA/Interventionist)	Assumes 2 Part-time (PT) Educational/Behavioral (EB) Coaches (TA/Interventionist) in year 1. Assumes 10 PT-EB Coaches in year 2 Assumes 18 PT-EB Coaches in year 3 Assumes hourly pay rate of $20/hr for 4 hours/day for 180 days/year for all PT-EB Coaches in years 1-3
Guidance Counselor (College and Career)	Assumes 1 FTE guidance counselor salary of $42,000 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Training and Teacher Improvement (PD)	Assumes $700 per year for each staff member to support Professional development, training, and travel.
Employee Benefits	Assumes 3% retirement contribution for all FT employees.
Employee Insurance (if applicable)	Assumes $250 per month per FT employee for health insurance. Quote based on estimates by Astoria insurance.
Office Supplies (Paper, Postage, etc.)	Assumes budget of $4 per student per month for office supplies for years 1-3
Instructional Consumables (Paper, Projects, etc.)	Assumes budget of $10 per student per month for instructional consumables for years 1-3

[162] http://www.onetonline.org/link/summary/11-9032.00

Membership Dues (AZ Charter Association)	Assumes budget of $3.25 per student per month for professional membership associations
Contracted IT - Contracted (Adobe Tech)	Assumes contracted IT services at a rate of $44,000/year for network maintenance and IT support beginning in year 2. Quote by Adobe Tech.
Contracted Bookkeeper/Finance/Accountng (Consilium)	Assumes contracted bookkeeper to assist with payroll and accounting services at a rate of $48,000 per year. Assumes 0.25 FTE bookkeepers in year 1, 0.5 bookkeepers in year 2 and 1.0 bookkeepers in year 3 at a cost of $12,000; $24,000; and $48,000 respectively.
Contracted Services (Special Education - 12% of state equalization funds)	Assumes all Special Education Services in years 1-3 will be contracted. Assumes all SPED revenue (approximately 12% of state equalization revenue) will be allocated toward SPED services. Assumes 12% of FPA's student population will receive SPED services. Assumptions based on quotes for similar schools operating in similar area Note: Rationale for outsourcing SPED services in years 1-3 and tying projected costs to projected revenue is to reduce variability of expenses and to ensure proper and adequate allocation of funds toward special education services
Curriculum & Resource Materials	FPA will source high quality digital curriculum and resource materials from a variety of vendors. Anticipated vendors in years 1-3 include: Canvas, Acellus, Prenda, Pluralsight, Adobe, and Microsoft. Budget assumes $133 per student per month ($1,596/student/year) for these resources. Curriculum and resource expenses in more detail below: Budget assumes $30 per student per month in years 1-3 for Canvas LMS and Acellus Instructional and Assessment software. Assumption based on direct quotes by Instructure and Acellus. Budget assumes $20 per student per month in years 2-3 for Pluralsight Instructional and Assessment Software. Budget assumes year 1 software fee waived based on quote by PluralOne (Pluralsight's nonprofit and K12 education team). Budget assumes $60 per student per month in years 2-3 for Prenda Instructional and Assessment Software & LMS. Budget assumes year 1 software fee waived based on quote by Prenda. Budget assumes $20 per month for 90 licenses in year 2 and 180 licenses in year 3 for Adobe Creative Suite (Photoshop, Dreamweaver, Illustrator, InDesign, Premiere, etc). Assumes licenses will be hosted in Azure Virtual Labs and used primarily by high school students but accessible to all staff and students. Budget assumes $3 per month per staff and student in years 1-3 for Microsoft Office 365 A3 Educational Software (Outlook, Word, Excel, PowerPoint, OneDrive, Teams, Skype, and Virtual Labs).
Extra Curricular Arts/Electives (Mesa Arts Center) $28/hr x 4hrs/day x 180 days	Assumes $20,160 per year in years 2 and 3 for extra-curricular activities at the Mesa Arts Center. Assumes 4 hours of daily studio access M-F at a rate of $28 per hour. Assumptions based on quote by Billy Jones, Director of Studio Arts and Education at the Mesa Arts Center.
Extra Curricular AZ Code Club (Sundown Assistance)	Assumes $2,500 per year in years 2 and 3 for a weekly coding and programming club. Assumes club will be offered onsite after school hours to students, prospective students, and community members. Assumption based on quote by AZ Code Club.
Legal Fees	Assumes $4000 per year in years 1 – 3 to contract with an attorney to provide legal expertise. Assumption based on quote by quote by Miles Davis PLC.
Auditor Fees	Assumes $0; $6,000; and $8,000 per year for auditing services in years 1, 2, and 3. Assumptions based on rates provided by Ball and McGraw.
Total Administration, Instruction, & Support	
Operations & Maintenance (O&M) EXPENDITURES	

Marketing/Advertising/Retention	Assumes $200 per year per enrolled student for marketing and retention efforts in years 1-3. This is approximately 2-2.5% of annual state equalization revenue. This budget will be used to fund advertising and promotion expenses.
Building Rent/Lease/Loan	Assumes $1500 per month for all inclusive office space for leadership team and staff to service AOI students in year 1. Space includes phone, Internet, and conference room for 7 employees. Assumptions based on quote by DeRito Partners. Assumes $16/sf x 40sf per student in years 2-3. Assumption includes AOI students. Rationale for including AOI students in facility calculation is that FPA will strive to provide a physical meeting space for AOI students (see Learning Center and Microsite modalities in A.1). Assumptions based on industry best practices and data from Aspire Business Consultants.
Property/Casualty/Liability Insurance	Assumes property, casualty, and liability insurance of $2,500 in year 1, $7,500 in year 2, and $12,500 in year 3. Assumptions based on quote by insurance broker from Astoria Insurance.
Utilities (Electric, Gas, Water, Waste)	Assumes utilities included in lease in year 1. Assumes $4/sf for utilities in years 2-3
Phone/Communications/Internet Connectivity	Assumes phone and Internet included in lease in year 1 Assumes $500 per month for Internet and phone in year 2 and $1000 per month in year 3. Assumptions based on comparable budgets for similar sized schools and direct quote by Century Link Business and Education Services for 30MB fiber optic Core Connect Internet service plus VOIP phones. Assumes $60 per month per director in years 1-3 for cell phones
Contracted Services O&M	Assumes no contracted services for area maintenance and custodial care in year 1 Assumes 38,000 in year 2 and $76,000 in year 3 for area maintenance and custodial care. Assumption based on quotes by Beehive Cleaning and Integrated Land Management
Transportation	Budget assumes $2137.50 in year 1, $10687.50 in year 2 and $19237.50 in year 3 for Valley Metro passes. FPA plans to provide free and discounted Valley Metro Fares for students to utilize public transportation. FPA has negotiated a rate of $150 per student per academic year for unlimited access to Valley light rails and buses. Free passes will be made available to students who express a desire and need for transportation assistance. Budget assumes metro passes for 20% of enrollment. Assumption based on market research and comparable data of nearby schools and universities.
Awards and Recognition	Assumes a rate of $10 per student per quarter ($40/year) for quarterly awards and recognition ceremonies. Assumes $2,280 in year 1, $21,600 in year 2, and $28,800 in year 3
Field Trips and Service Activities	Assumes a rate of $30 per student per quarter for quarterly field trips and service activities Note: Students will contribute 12 service hours per year (3 hours per quarter) to a worthwhile cause coordinated to benefit the target community. FPA students will have 1 activity, event, guest visitor, or field trip each quarter.
Food Service	TBD by National Student Lunch Program (NSLP). Revenues from NSLP may be used to provide food services from an approved vendor. Assumes food service costs and food service revenue will net zero. Assumptions based on student demographic data of target population.
Student Furniture (Workstations) ($15/mo workstation lease rate)	Assumes $25,650 in year 2 and $46,170 in year 3 for student furniture and workstations/desks. Assumptions based on lease purchase of student common use furniture and desks/workstations beginning in year 2 at a rate of $15 per month for 36 months per half-student. Calculation is based on half-student because classrooms serve 2 shifts and share resources. Calculation includes AOI students. Rationale for AOI inclusion is that FPA will strive to provide a physical and technology-rich meeting space for all students (see Learning Center and Microsite modality description in A.1). Rate includes delivery and installation. Assumptions are based on quotes by CubeSolutions and ClassroomLandscapes.

Student Technology - (Computers) ($15/mo/ CPU lease rate)	Assumes $25,650 in year 2 and $46,170 in year 3 for student computers and accessories. Assumes lease purchase of student computers at a rate of $15 per month for 36 months per half-student. Calculation is based on half-student because classrooms serve 2 shifts and share resources. Assumes "technology equipment" to include a desktop computer with dual 17" monitors that meets FPA's minimum hardware/software requirements and include the following accessories: Etekcity RoverBeats Bravo Stereo Headset with Microphone, keyboard, mouse, and power cord. Rate includes installation and 36-month replacement warranty. Assumption based on quote by Adobe Tech.
Student Technology - (Laptops/Chromebooks) ($10/mo/laptop/student)	Assumes $6,840 in year 1, $34,200 in year 2, and $61,560 in year 3 for student Chromebooks or laptops. Assumes lease purchase of Chromebooks (HP Chromebook 14" with Intel Processor, 4GB Memory, 16GB SSD, Chrome OS and Included 4G Mobile Internet Service) at a rate of $10 per month per Chromebook per student for 36 months.
Student Technology - (4G mobile hotspots ($10/mo/laptop/student)	Assumes $3,591 in year 1, $17,955 in year 2, and $32,319 in year 3 for 4G mobile hotspot connections. Assumes monthly lease of 4G enabled wifi hotspots at a rate of $35 per month per hotspot. Rationale for mobile hotspots is to provide economically disadvantaged students a way to access high speed Internet outside of school hours. Hotspot quantity of is equal to 15% of student enrollment each year. Assumption based on market research of target demographic and rate quote by Metro by T-Mobile.
Staff Technology (Computers) ($15/mo/ CPU lease rate)	Assumes $1,260 in year 1, $6660 in year 2, and $15,840 in year 3 for staff computers/laptops. Assumes staff technology to include a desktop computer or laptop for all staff including dual 17" monitors, keyboard, mouse, and power cord. Rate includes installation and 36-month replacement warranty. Assumption based on quote by Adobe Tech.
IT Support (Managed Care for Staff & Student Workstations x $10/mo)	Assumes $7,560 in year 1, $37,200 in year 2, and $66,600 for IT support services. Assumes managed care and network support for student and staff workstations. Includes 24/7 telephonic support and remote desktop assistance for computer hardware, software, and performance issues. Assumes a rate of $10/mo per workstation. This support and the cost of this support is viable and adequate for the target population. Assumptions based on quotes by Adobe Tech and Enterprise Technology Services
Office Technology & AV Equipment (Printers, Projectors, Routers, Switches, Networking)	Assumes $2,400 in year 2 and $4,800 in year 3 for Office Technology and AV Equipment. Assumes year 2 lease purchase of 2 HP LaserJet 4345MFP network printers, 6 NECM300W classroom projectors and screens, and 3 Cisco Aironet 300Mbps Wireless Ceiling Routers at a rate of $200 per month for 36 months ($7,200). Assumes repeat purchase in year 3. Quote includes delivery and installation. Assumptions based on quotes by Adobe Tech and Automated Environments.
Loan Repayment	Assumes $18,253.20 in years 1-3 to repay $50,000 startup loan. Assumes monthly payment of $1,521.10 per month for 36 months at 6.0% interest.

C.5 Three Year Operational Budget Assumptions

This section will provide a viable and adequate budget to cover expenses projected to occur during the first three years of operation. It will (A) list expenditures to cover the educational, operational, and business plan, (B) ensure state equalization revenue is consistent with the target population and student count by grade level, (C) Provide rationale for student count add-ons, (D) provide rationale for the projected percent of full enrollment used as the basis of the budget consistent with Section C.2, (E) demonstrate that all assumptions are viable and adequate, (F) describe repayment terms for expenses incurred during the start-up period, (G) ensure revenues cover expenditures, and (H) that all content is consistent with all sections of the application. Exhibits include: (1) Three Year Operational Budget Template, (2) Projected Revenue Calculator for Years 1, 2, & 3, and (3) Three Year Operational Budget Assumptions.

Applicant Name: Freedom Prep Academy

Provide Assumptions by Line		First Year				Second Year				Third Year			
STUDENT COUNT (at full enrollment)				60				300				540
Number of Students (Budget based on)				57				285				513
% of Full Enrollment Budget Based On				95.00%				95.00%				95.00%
CARRYOVER *(Balance from Start-Up Budget or previous year)*				$ 10,649.22				$ 59,500.35				$ 235,343.15
REVENUE				**$ Amount**				**$ Amount**				**$ Amount**
State Funding (Equalization Assistance)				$ 512,584				$ 2,697,623				$ 4,769,608
State Categorical Funding (Prop301)				44721.19				$ 232,033				$ 409,224
Federal Categorical Funding (IDEA)				$ 9,968				$ 52,568				$ 91,891
Secured Funds - Loans												
Secured Funds - Other												
Total New Revenue				$ 567,273				$ 2,982,224				$ 5,270,723
Administration, Instruction, & Support (AIS) EXPENDITURES	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**
TOTAL SITE LOCATIONS				1				1				1
Salaries												
Director/Principal	1.00	$ 72,000.00	$ 6,480.00	$ 78,480	1.00	$ 75,600.00	$ 6,804.00	$ 82,404	1.00	$ 79,380.00	$ 7,144.20	$ 86,524.20
Director/Operations					1.00	$ 65,000.00	$ 5,850.00	$ 70,850	1.00	$ 68,250.00	$ 6,142.50	$ 74,392.50
Director/Communications									1.00	$ 65,000.00	$ 5,850.00	$ 70,850.00
Registrar/Office Manager	1.00	$ 36,000.00	$ 3,240.00	$ 39,240	2.00	$ 37,800.00	$ 3,402.00	$ 82,404	2.00	$ 39,690.00	$ 3,572.10	$ 86,524.20
Teacher-HS (Core Content)					6.00	$ 50,400.00	$ 4,536.00	$ 329,616	12.00	$ 52,920.00	$ 4,762.80	$ 692,193.60
Teacher-HS (Non-Core)					3.00	$ 50,400.00	$ 4,536.00	$ 164,808	6.00	$ 52,920.00	$ 4,762.80	$ 346,096.80
Teacher-MS (Core Content)	2.00	$ 48,000.00	$ 4,320.00	$ 104,640	4.00	$ 50,400.00	$ 4,536.00	$ 219,744	6.00	$ 52,920.00	$ 4,762.80	$ 346,096.80
Teacher-MS (Non-Core)	1.00	$ 48,000.00	$ 4,320.00	$ 52,320	2.00	$ 50,400.00	$ 4,536.00	$ 109,872	3.00	$ 52,920.00	$ 4,762.80	$ 173,048.40
PT-EB Coach (TA/Interventionist) - HS					6.00	$ 14,400.00	$ 1,296.00	$ 94,176	12.00	$ 14,400.00	$ 1,296.00	$ 188,352.00
PT-EB Coach (TA/Interventionist) - MS	2.00	$ 14,400.00	$ 1,296.00	$ 31,392	4.00	$ 14,400.00	$ 1,296.00	$ 62,784	6.00	$ 14,400.00	$ 1,296.00	$ 94,176.00
Guidance Counselor (College and Career)					1.00	$ 42,000.00	$ 3,780.00	$ 45,780	1.00	$ 44,100.00	$ 3,969.00	$ 48,069.00
Training and Teacher Improvement (PD)	6.00			$ 4,900.00	25.00			$ 21,000.00	42.00			$ 35,700.00
Employee Benefits				$ 8,240.40				$ 33,164.34				$ 57,713.87
Employee Insurance (if applicable)				$ 15,000.00				$ 60,000.00				$ 99,000.00
Office Supplies (Paper, Postage, etc.)				$ 2,736.00				$ 13,680.00				$ 24,624.00
Instructional Consumables (Paper, Projects, etc.)				$ 6,840.00				$ 34,200.00				$ 61,560.00
Membership Dues (AZ Charter Association)				$ 185.25				$ 926.25				$ 1,667.25
Contracted IT - Contracted (Adobe Tech)	-	$ 44,000.00		$ -	1.00	$ 44,000.00		$ 44,000.00	1.00	$ 44,000.00		$ 44,000.00
Contracted Bookkeeper/Finance/Accountng (ADI)	0.25	$ 48,000.00		$ 12,000	0.50	$ 48,000.00		$ 24,000	1.00	$ 48,000.00		$ 48,000.00
Contracted Services (Special Education - 12% of state equalization funds)	6.00			$ 61,510.08	6.00			$ 323,714.76	6.00			$ 572,352.96
Curriculum & Resource Materials (Instructional and Assessment Software - Canvas/Acellus)				$ 20,520.00				$ 102,600.00				$ 184,680.00
Curriculum & Resource Materials (Instructional and Assessment Software - Pluralsight)								$ 68,400.00				$ 123,120.00
Curriculum & Resource Materials (Instructional and Assessment Software - Prenda LMS)								$ 205,200.00				$ 369,360.00
Curriculum & Resource Materials (Software - Adobe CC)				$ -				$ 21,600.00				$ 43,200.00
Curriculum & Resource Materials (Software - MSFT Office 365 A3)				$ 2,304.00				$ 11,340.00				$ 20,304.00
Extra Curricular Arts/Electives (Mesa Arts Center) $28/hr x 4hrs/day x 180 days				$ -				$ 20,160.00				$ 20,160.00
Extra Curricular AZ Code Club (Sundown Assistance)				$ -				$ 2,500.00				$ 2,500.00
Legal Fees				$ 4,000.00				$ 4,000.00				$ 4,000.00
Auditor Fees				$ -				$ 6,000.00				$ 8,000.00
Total Administration, Instruction, & Support	8.25			$ 444,307.73	30.50			$ 2,258,923.35	50.00			$ 3,926,265.58
					77%				74%			
Operations & Maintenance (O&M) EXPENDITURES				**Total**				**Total**				**Total**
(add lines as necessary)												
Marketing/Advertising/Retention				$ 11,400.00				$ 57,000.00				$ 102,600.00
Building Rent/Lease/Loan				$ 18,000.00				$ 182,400.00				$ 328,320.00
Property/Casualty/Liability Insurance				$ 2,500.00				$ 7,500.00				$ 12,500.00
Utilities (Electric, Gas, Water, Waste)				$ -				$ 45,600.00				$ 82,080.00
Phone/Communications/Internet Connectivity				$ 720.00				$ 7,440.00				$ 14,160.00
Contracted Services O&M				$ -				$ 38,000.00				$ 76,000.00
Transportation				$ 1,710.00				$ 8,550.00				$ 15,390.00
Awards and Recognition				$ 2,280.00				$ 11,400.00				$ 20,520.00
Field Trips and Service Activities				$ -				$ 21,600.00				$ 28,800.00
Food Service				$				$				$
Student Furniture (Workstations) ($15/mo workstation lease rate)								$ 25,650.00				$ 46,170.00
Student Technology - (Computers) ($15/mo/CPU/workstation lease rate)								$ 25,650.00				$ 46,170.00
Student Technology - (Laptops/Chromebook) ($10/mo/laptop/student lease rate)				$ 6,840.00				$ 34,200.00				$ 61,560.00
Student Technology - (4G mobile hotspots) ($35/mo for 15% of students)				$ 3,591.00				$ 17,955.00				$ 32,319.00
Staff Technology (Computers) ($15/mo/ CPU lease rate)				$ 1,260.00				$ 6,660.00				$ 15,840.00
IT Support (Managed Care for Staff & Student Workstations x $10/mo)				$ 7,560.00				$ 37,200.00				$ 66,600.00
Office Technology & AV Equipment (Printers, Projectors, Routers, Switches, Networking)				$ -				$ 2,400.00				$ 2,400.00
Loan Repayment				$ 18,253.20				$ 18,253.20				$ 18,253.20
Total Operations & Maintenance				$ 74,114.20	13%			$ 547,458.20	18%			$ 969,682.20
Total Expenditures				$ 518,421.93				$ 2,806,381.55				$ 4,895,947.78
Total Revenues				$ 577,922.29				$ 3,041,724.70				$ 5,506,066.35
Budget Balance (=Revenues-Expenditures)				$ 59,500.35	10%			$ 235,343.15	8%			$ 610,118.57

Image C.5.1: Operational Budget (Years 1-3)

A. List of Expenditures

The following shows a list of projected expenditures to support successful implementation of the Educational, Operational and Business Plan described throughout the application package:

	Yr1	Yr2	Yr3
AIS EXPENDITURES	**Total**	**Total**	**Total**
Director/Principal	$78,480.00	$82,404.00	$86,524.20
Director/Operations		$70,850.00	$74,392.50
Director/Communications			$70,850.00
Registrar/Office Manager	$39,240.00	$82,404.00	$86,524.20
Teacher/Instructor	$156,960.00	$824,040.00	$1,557,435.60
PT-EB Coach (TA/Interventionist)	$31,392.00	$156,960.00	$282,528.00
Guidance Counselor (College and Career)		$45,780.00	$48,069.00
Training and Teacher Improvement (PD)	$4,900.00	$21,000.00	$35,700.00
Employee Benefits	$8,240.40	$33,164.34	$57,713.87
Employee Insurance (if applicable)	$15,000.00	$60,000.00	$99,000.00
Office Supplies (Paper, Postage, etc.)	$2,736.00	$13,680.00	$24,624.00
Instructional Consumables (Paper, Projects, etc.)	$6,840.00	$34,200.00	$61,560.00
Membership Dues (AZ Charter Association)	$185.25	$926.25	$1,667.25
Contracted IT – Contracted (Adobe Tech)		$44,000.00	$44,000.00
Contracted Bookkeeper/Finance/Accounting	$12,000	$24,000.00	$48,000.00
Contracted Services (Special Education)	$61,510.08	$323,714.76	$572,352.96
Curriculum & Resource Materials (Canvas/Acellus)	$20,520.00	$102,600.00	$184,680.00
Curriculum & Resource Materials (Pluralsight)		$68,400.00	$123,120.00
Curriculum & Resource Materials (Prenda LMS)		$205,200.00	$369,360.00
Curriculum & Resource Materials (Adobe)		$21,600.00	$43,200.00
Curriculum & Resource Materials (Microsoft)	$2,304.00	$11,340.00	$20,304.00
Extra-Curricular (Mesa Arts Center)		$20,160.00	$20,160.00
Extra-Curricular (AZ Code Club)		$2,500.00	$2,500.00
Legal Fees	$4,000.00	$4,000.00	$4,000.00
Auditor Fees		$6,000.00	$8,000.00
Total Administration, Instruction, & Support	$444,307.73	$2,258,923.35	$3,926,265.58
O&M EXPENDITURES	**Total**	**Total**	**Total**
Marketing/Advertising/Retention	$11,400.00	$57,000.00	$102,600.00
Building Rent/Lease/Loan	$18,000.00	$182,400.00	$328,320.00
Property/Casualty/Liability Insurance	$2,500.00	$7,500.00	$12,500.00
Utilities (Electric, Gas, Water, Waste)		$45,600.00	$82,080.00
Phone/Communications/Internet Connectivity	$720.00	$7,440.00	$14,160.00
Contracted Services O&M		$38,000.00	$76,000.00
Transportation	$1,710.00	$8,550.00	$15,390.00
Awards and Recognition	$2,280.00	$11,400.00	$20,520.00
Field Trips and Service Activities		$21,600.00	$28,800.00
Furniture		$25,650.00	$46,170.00
Student Technology - (Computers)		$25,650.00	$46,170.00
Student Technology - (Laptops/Chromebook)	$6,840.00	$34,200.00	$61,560.00
Student Technology - (Mobile hotspots)	$3,591.00	$17,955.00	$32,319.00
Staff Technology - (Computers)	$1,260.00	$6,660.00	$15,840.00
IT Support (Managed Care)	$7,560.00	$37,200.00	$66,600.00
Office Technology & AV Equipment		$2,400.00	$2,400.00
Loan Repayment	$18,253.20	$18,253.20	$18,253.20

Total Operations & Maintenance	$74,114.20	$547,458.20	$969,682.20
Total Expenditures	$518,421.93	$2,806,382	$4,895,947.78
Total Revenues	$577,922.29	$3,041,724.70	$5,506,066.35
Budget Balance (=Revenues-Expenditures)	$59,500.35	$235,343.15	$610,118.57

Table C.5.1: List of Expenditures (Years 1-3)

B. State Equalization by Grade Consistent with Target Population

In year one, FPA intends to serve AOI students only. Projected enrollment for year one is 60 students. This is a conservative estimate that allows us to successfully execute an effective program of instruction.

In year 2, FPA will open a physical campus to serve grades 7-10. Estimated enrollment for year 2 is 300 students, with an estimated 180 students on campus and 120 students online.

In year 3, FPA will expand its campus to serve grades 7-11. Estimated enrollment for year 3 is 540 students, with an estimated 240 students on campus and 300 students online (See Table C.5.1).

	Year 1		**Year 2**		**Year 3**	
	AOI	Campus	AOI	Campus	AOI	Campus
7	30		30	30	60	30
8	30		30	30	60	30
9			30	60	60	60
10			30	60	60	60
11					60	60
12						
Sub Total	60	0	120	180	300	240
TOTAL	**60**		**300**		**540**	
95% of TOTAL	**57**		**285**		**513**	

Table C.5.2: Enrollment Estimates by Modality (Years 1-3)

The image below shows state equalization revenue for the projected enrollment described above. Projections are based on 95% of FPA's anticipated student enrollment.

2020-2021 Application for New Charter
Arizona State Board for Charter Schools

Projected Revenue Calculator

A. Enter Estimated Student Counts	Year 1	Year 2	Year 3	
Kinder				
Grades 1-3				
Grades 4-8	57	114	171	
Grades 9-12		171	342	
Total	57	285	513	
B. Will you have a 200 Day Calendar?	No	No	No	
C. Enter Estimated Student Count Add-On Numbers*				
Hearing Impairment				
ELL (English Learners)	3	17	31	6.0%
MD-R, A-R, and SID-R	3	17	31	6.0%
MD-SC, A-SC, and SID-SC				
Multiple Disabilities Severe Sensory Impairment				
Orthopedic Impairment (Resource)				
Orthopedic Impairment (Self-Contained)				
DD, ED, MIID, SLD, SLI, and OHI				
Emotionally Disabled (Private)				
Moderate Intellectual Disability	3	17	31	6.0%
Visual Impairment				
D. Estimated Equalization Revenue	**$ 557,685**	**$ 2,920,006**	**$ 5,179,216**	

Image C.5.2: Projected Revenue Calculator (Years 1-3)

The image above shows state equalization revenue for the projected enrollment described above. an estimate for each year's enrollment projections for grades 7-12. The following provides rationale for the percent of full enrollment used as the basis for the budget consistent with section C.2.

Year 1 - In year one, FPA anticipates enrolling 60 middle school students for AOI instruction (30 in grade 7 and 30 in grade 8) for a total projected year one enrollment of 60 students. Year 1 anticipated site capacity is not limited by facility space as students will be attending online. Based on market research, budget forecasts, feedback from the Arizona Charter Schools Association, and comparable projections of other successful charter schools, 60 students is a very conservative enrollment assumption that is both viable and adequate for successful operations and delivery of the program of instruction in year 1 within our target population.

Year 2 - In year 2, FPA will open a physical campus to serve 180 students in grades 7-10 and expand AOI enrollment to serve 120 students in grades 7-10 for a total year 2 anticipated enrollment of 300 students. Estimated campus capacity will be 360 students. Enrollment of 180 students in year 2 represents a 50% campus fill rate. The reason for a 50% fill rate in year 2 is because the campus will not yet serve grades 11 and 12. Based on market research, budget forecasts, and comparable projections of other successful charter schools, 180 students and a 50% campus fill rate is viable and adequate for successful delivery of the program of instruction in year 2.

Year 3 - In year three, FPA will expand to serve 240 students on campus in grades 7-11 and expand AOI enrollment to serve 300 students for a total year 3 anticipated enrollment of 540 students. 240 campus students represents a facility fill rate of 67%. These projections are viable and adequate for successful operations and consistent with the budget assumptions and the three-year revenue calculator.

C. Student Count Add-On Rationale

State equalization calculations assume 6% of enrolled students will be English Language Learners (ELL) and 12% will have moderate to multiple disabilities (MD-R, A-R, and SID-R). These assumptions are in line

with the target population described in section A.2. In years 1-3 all anticipated SPED revenue will be budgeted toward SPED expenses. The rationale for tying outsourced SPED services to available SPED revenue is that this helps ensure SPED funding is properly allocated and not misappropriated and helps avoid variability within FPA's first three years of operations.

D. Rationale for 95% of Target Enrollment used as basis for Budget

FPA's revenue and expense calculations are based on the assumption that we will achieve 95% of what we believe are already conservative target enrollment goals. We chose to build our budget based upon 95% of our total projected enrollment because (A) we acknowledge that actual Average Daily Membership (ADM) for new charters can be less than projected and (B) we believe our year 1 enrollment target of 60 students is very conservative and that our year 2 and 3 growth is very attainable based on research of our target population and existing interest and strong support by parents and students in the target population.

E. Assumptions Viable and Adequate for successful operations

Overview of assumptions

All assumptions are based on Freedom's school design, projected enrollment, and target population needs for years 1-3. Assumptions are rooted in research and best practices and draw from data of over 25 Arizona approved charter applications.

STUDENT COUNT (at full enrollment)	Assumes 60 students in grades 7-8 in year 1 (All AOI) Assumes 300 students in grades 7-10 in year 2 (120 AOI + 180 Physical Campus) Assumes 540 students in grades 7-11 in year 3 (300 AOI + 240 at physical campus)
Number of Students (Budget based on)	Assumes 95% of full student count
% of Full Enrollment Budget Based On	Assumes actual ADM is typically less than projected student count. We chose to build our budget based upon 95% of our total projected enrollment because we believe our year 1 enrollment target of 60 students is very conservative and that our year 2 and 3 growth is very attainable based on research of our target population and existing interest and support by parents and students.
CARRYOVER *(Balance from Start-Up Budget or previous year)*	Assumes carryover balance from startup budget
REVENUE	
State Funding (Equalization Assistance)	Assumes formulas in Department of Education Revenue Calculator. Assumes 6% of enrolled students will be English Language Learners (ELL) and 12% will be SPED. These assumptions are in line with the target population described in section A.2.

State Categorical Funding (Prop301)	Assumes $386 per weighted student count per year in Prop301 funds; weighted amounts determined in revenue calculator based on previous ADE reports.
Federal Categorical Funding (IDEA)	Assumes $125 per unweighted student per year in IDEA funds; weighted amounts based on previous ADE reports
Total New Revenue	
Administration, Instruction, & Support (AIS) EXPENDITURES	Note: In years 1-3 AIS expenditures average 81% of total expenditures. Of this, Instruction and Support services average 74% while administrative expenditures average just 7%. Allocating nearly $0.75 of every dollar spent toward instruction and support aligns with our vision and mission to place the student at the center of our educational philosophy.
Salaries	Assumes 5% annual salary increase for FT positions in years 2 and 3. Assumes 9% contribution for payroll taxes for all staff. Breakdown is as follows: 6.20% Social Security 1.45% Medicare 1.00% Unemployment Insurance 0.35% Workers' Compensation Insurance Assumptions are based on federal regulations and similar contributions made by comparable Arizona Charter Schools.
Director/Principal	Assumes 1 FTE School Director/Principal salary of $72,000 in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in years 2 and 3. Salary is based on comparable principal/administrative positions throughout Maricopa County.[163]
Director/Operations	Assumes 1 FTE Director of Operations salary of $65,000 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Director/Communications	Assumes 1 FTE Director of Communications salary of $65,000 beginning in year 3. Assumes 9% required employer contributions.
Registrar/Office Manager	Assumes 1 FTE office manager/registrar salary of $36,000 annual salary beginning in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 2 and 3. Assumes 2nd FTE office manager/registrar salary of $37,800 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Teacher/Instructor (All)	Assumes 3 FTE teacher salaries of $48,000 in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in years 2 and 3.

[163] http://www.onetonline.org/link/summary/11-9032.00

	Assumes 15 FTE teacher salaries of $50,400 in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year and 3. Assumes 25 FTE teacher salaries of $52,920 in year 3. Assumes 9% contribution for payroll taxes. Note: Operational budget breaks down total teachers/instructors by grade level and subject
PT-EB Coach (TA/Interventionist)	Assumes 2 Part-time (PT) Educational/Behavioral (EB) Coaches (TA/Interventionist) in year 1. Assumes 10 PT-EB Coaches in year 2 Assumes 18 PT-EB Coaches in year 3 Assumes hourly pay rate of $20/hr for 4 hours/day for 180 days/year for all PT-EB Coaches in years 1-3
Guidance Counselor (College and Career)	Assumes 1 FTE guidance counselor salary of $42,000 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Training and Teacher Improvement (PD)	Assumes $700 per year for each staff member to support Professional development, training, and travel.
Employee Benefits	Assumes 3% retirement contribution for all FT employees.
Employee Insurance (if applicable)	Assumes $250 per month per FT employee for health insurance. Quote based on estimates by Astoria insurance.
Office Supplies (Paper, Postage, etc.)	Assumes budget of $4 per student per month for office supplies for years 1-3
Instructional Consumables (Paper, Projects, etc.)	Assumes budget of $10 per student per month for instructional consumables for years 1-3
Membership Dues (AZ Charter Association)	Assumes budget of $3.25 per student per month for professional membership associations
Contracted IT - Contracted (Adobe Tech)	Assumes contracted IT services at a rate of $44,000/year for network maintenance and IT support beginning in year 2. Quote by Adobe Tech. *Clarifying Edit:* Assumes year 1 network support needs are sufficiently met through Internet and network support included in year 1 lease and year 1 managed care for staff and student workstations included in IT support (see building rent/lease/loan and IT Support in O&M expenditures).
Contracted Bookkeeper/Finance/Accountng (Consilium)	Assumes contracted bookkeeper to assist with payroll and accounting services at a rate of $48,000 per year. Assumes 0.25 FTE bookkeepers in year 1, 0.5 bookkeepers in year 2 and 1.0 bookkeepers in year 3 at a cost of $12,000; $24,000; and $48,000 respectively.
Contracted Services (Special Education - 12% of state equalization funds)	Assumes all Special Education Services in years 1-3 will be contracted. Assumes all SPED revenue (approximately 12% of state equalization revenue) will be allocated toward SPED services.

	Assumes 12% of FPA's student population will receive SPED services. Assumptions based on quotes for similar schools operating in similar area Note: Rationale for outsourcing SPED services in years 1-3 and tying projected costs to projected revenue is to reduce variability of expenses and to ensure proper and adequate allocation of funds toward special education services
Curriculum & Resource Materials	FPA will source high quality digital curriculum and resource materials from a variety of vendors. Anticipated vendors in years 1-3 include: Canvas, Acellus, Prenda, Pluralsight, Adobe, and Microsoft. Budget assumes $133 per student per month ($1,596/student/year) for these resources. Curriculum and resource expenses in more detail below: Budget assumes $30 per student per month in years 1-3 for Canvas LMS and Acellus Instructional and Assessment software. Assumption based on direct quotes by Instructure and Acellus. Budget assumes $20 per student per month in years 2-3 for Pluralsight Instructional and Assessment Software. Budget assumes year 1 software fee waived based on quote by PluralOne (Pluralsight's nonprofit and K12 education team). Budget assumes $60 per student per month in years 2-3 for Prenda Instructional and Assessment Software & LMS. Budget assumes year 1 software fee waived based on quote by Prenda. Budget assumes $20 per month for 90 licenses in year 2 and 180 licenses in year 3 for Adobe Creative Suite (Photoshop, Dreamweaver, Illustrator, InDesign, Premiere, etc). Assumes licenses will be hosted in Azure Virtual Labs and used primarily by high school students but accessible to all staff and students. Budget assumes $3 per month per staff and student in years 1-3 for Microsoft Office 365 A3 Educational Software (Outlook, Word, Excel, PowerPoint, OneDrive, Teams, Skype, and Virtual Labs).
Extra Curricular Arts/Electives (Mesa Arts Center) $28/hr x 4hrs/day x 180 days	Assumes $20,160 per year in years 2 and 3 for extra-curricular activities at the Mesa Arts Center. Assumes 4 hours of daily studio access M-F at a rate of $28 per hour. Assumptions based on quote by Billy Jones, Director of Studio Arts and Education at the Mesa Arts Center.
Extra Curricular AZ Code Club (Sundown Assistance)	Assumes $2,500 per year in years 2 and 3 for a weekly coding and programming club. Assumes club will be offered onsite after school hours to students, prospective students, and community members. Assumption based on quote by AZ Code Club.
Legal Fees	Assumes $4000 per year in years 1 – 3 to contract with an attorney to provide legal expertise. Assumption based on quote by quote by Miles Davis PLC.

<table>
<tr><td>Auditor Fees</td><td>Assumes $0; $6,000; and $8,000 per year for auditing services in years 1, 2, and 3. Assumptions based on rates provided by Ball and McGraw.</td></tr>
<tr><td>Total Administration, Instruction, & Support</td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Operations & Maintenance (O&M) EXPENDITURES</td><td></td></tr>
<tr><td>Marketing/Advertising/Retention</td><td>Assumes $200 per year per enrolled student for marketing and retention efforts in years 1-3. This is approximately 2-2.5% of annual state equalization revenue. This budget will be used to fund advertising and promotion expenses.</td></tr>
<tr><td>Building Rent/Lease/Loan</td><td>Assumes $1500 per month for all-inclusive office space for leadership team and staff to service AOI students in year 1. Space includes phone, Internet, network support, and conference room for 7 employees. Assumptions based on quote by DeRito Partners.

Assumes $16/sf x 40sf per student in years 2-3. Assumption includes AOI students. Rationale for including AOI students in facility calculation is that FPA will strive to provide a physical meeting space for AOI students (see Learning Center and Microsite modalities in A.1). Assumptions based on industry best practices and data from Aspire Business Consultants.</td></tr>
<tr><td>Property/Casualty/Liability Insurance</td><td>Assumes property, casualty, and liability insurance of $2,500 in year 1, $7,500 in year 2, and $12,500 in year 3. Assumptions based on quote by insurance broker from Astoria Insurance.</td></tr>
<tr><td>Utilities (Electric, Gas, Water, Waste)</td><td>Assumes utilities included in lease in year 1.
Assumes $4/sf for utilities in years 2-3</td></tr>
<tr><td>Phone/Communications/Internet Connectivity</td><td>Assumes $720 for phone and Internet in year 1, $7,440 in year 2, and $14,160 in year 3. Assumptions based on comparable budgets for similar schools and direct quote by Century Link Business and Education Services and Cox Business Solutions.

<table>
<tr><th>Communication Needs</th><th>Year 1</th><th>Year 2</th><th>Year 3</th></tr>
<tr><td>Cell Phones</td><td>$720</td><td>$1,440</td><td>$2,160</td></tr>
<tr><td>Office Phones</td><td>$0</td><td>$1,440</td><td>$1,920</td></tr>
<tr><td>Internet</td><td>$0</td><td>$4,560</td><td>$10,080</td></tr>
<tr><td>Video Conferencing</td><td>$0</td><td>$0</td><td>$0</td></tr>
<tr><td>Total</td><td>$720</td><td>$7,440</td><td>$14,160</td></tr>
</table>
Phone, Internet, and Communication Needs

• Cell Phone: $720 for 1 line in year 1, $1440 for 2 lines in year 2, $2160 for 3 lines in year 3. Assumes $60/month per director. Assumptions based on quotes by Verizon.</td></tr>
</table>

- **Phone**: $0 for 2 dedicated phone lines in year 1 (Internet and phone included in office lease). $1,440 for 3 dedicated phone lines at $40 per month in year 2. $1,920 for 4 dedicated lines at $40 per month in year 3. Amounts based on quotes by Cox and Century Link.
- **Internet**: $0 for 40Mbps in year 1 (Internet and phone included in office lease). $4,560 for 250Mbps in year 2. $10,080 for 1,174Mbps in year 3. Amounts based on quotes by Cox and exceed recommended bandwidth of 2Mbps average download speed per user.
- **Other (Video Conferencing):** $0 for Unlimited Web Conferencing for staff and students in years 1-3. Video conferencing and screen sharing included in Canvas LMS (through BigBlueButton) and Office 365 (through Microsoft Teams).
- **Total**: $720 in year 1. $7,440 in year 2. $14,160 in year 3. Rates based on direct quotes by Cox Business Solutions and Century Link and comparable budgets for similar schools

Additional Details:

A. Assumptions based on comparable budgets for similar schools:

1. **Valor Prep** (Projected Enrollment Years 1-3: 184/289/391)

Phone / Communication / Internet Connectivity
VPA will utilize IP phones: Cost of phones is included in technology package.
Monthly Internet access with Cox Business will provide operational bandwidth of 1GB/35Mb at a cost of $804 a month.
Year 1 = $9,648
Year 2 = $9,648
Year 3= $ 9,648

2. **New Learning Ventures** (Projected Enrollment Years 1-3: 75/150/210)

Phone/Communications/Internet Connectivity
Assumes 500/mo Y1, $750/mo Y2, and $1000/mo in Y3 for internet and phone communications based on the cost at similar sized charter schools

3. **Educational Models for Learning** (Projected Enrollment Years 1-3: 112/157/192)

PHONE & COMMUNICATIONS:
Assumes $9,167 in Y1, $10,000 in Y2 and Y3. The costs of phone/internet connectivity are estimated based on quotes from Cox Communications.

4. A+ Charter Schools (Projected Enrollment Years 1-3: 169/238/285)

Phone/Communications/Internet Connectivity: Assumes total cost to be $3,000 for bundled phone and internet service as quoted by CenturyLink (for 11 months as July is covered during our start-up budget). Assumes total cost to be $3,000 in year two. Assumes total cost to be $4,000 in year three. Additionally, A+ Charter Schools plans to apply for Erate funds, this will bring the costs down significantly.

As shown, FPA's projected expense for phone, Internet, and Communication are comparable to other similarly-sized Arizona approved charter schools

B. Assurance that quotes and assumptions are viable and adequate to meet the needs of target population and aligned to FPA's Educational and Operational Plans:

1. Office Phone Needs and Features:

- VoiceManager Toolbar. Desktop application that allows for easy call management.
- Call Forwarding. Three settings: always, busy or no answer.
- Call Return. Return missed calls with the touch of a button.
- Call Transfer. Quickly pass callers to the correct party.
- Caller ID Name and Number. Know the caller before you answer.
- Call Waiting. Catch important calls even when you are on another call.
- Last Number Redial. Connect quickly to recent incoming or outgoing calls.
- Three-Way Calling. Merge calls and share information among three parties.
- Call Notify. Calls you at any specified number when a message has been left in your mailbox.
- Online Management Tools. Manage your phone system features anywhere you have Internet access.
- PREFERRED PROVIDER: Cox - $40 per month per line (includes tax)

- ALT PROVIDER: Century Link - $25 + tax per month per line

2. **Cell Phone Needs and Features:**
    - Unlimited Talk, Text, Data.
    - Mobile Hotspot and WiFi tethering
    - Device Insurance
    - PREFERRED PROVIDER: Verizon Wireless - $60 per month per line (includes tax)
3. **Internet Needs and Features:**

Acellus Video Streaming

- *What are the size of the video streams and how much bandwidth per stream is required?*
- Video streams from the Internet at 333 Kbps. Typically, an online user plays video 50% of the time.
- *Can we reduce bandwidth needs by accessing videos through an onsite server?*
- Yes. Acellus Media Servers are available and pre-loaded with all the Acellus courseware. They are used to serve up video lessons, audio clips, images, and drills used in the various courses over the local area network (LAN) to reduce the amount of Internet Bandwidth needed by the school. Media servers will automatically update every night to make sure they have the latest course content (videos, problems, graphics, etc). All new or updated content will be included in this update. The media server will download these updates over HTTP. In the event that a video file cannot be found, the client will access the file via the Internet. *Note: FPA will have an onsite Acellus Media Server (included as part of licensing fees shown in start-up funds).*

Canvas LMS Internet Speed

- *What is the recommended bandwidth per user for Canvas Studio?*
- Along with compatibility and web standards, Canvas Studio has been carefully crafted to accommodate low bandwidth environments. We recommend a minimum of 500kbps.

Video Conferencing Internet Speed

- *What is the recommended bandwidth for Big Blue Button video conferencing?*
- As a general rule, we recommend a minimum of 512kbps. Presenters may stream video in three resolutions: 320x240, 640x480, or 1280x720. The bandwidth requirement for each is: 250kbps, 400kbps, and 512kbps. Sharing slides takes almost no bandwidth beyond the initial uploading/downloading of slides. When the presenter clicks to show the next slide, the viewers receive a "move next slide" command in their BigBlueButton client, and they load the next slide from the local cache. Chat also takes almost no bandwidth. A VoIP connection to the BigBlueButton server takes roughly 0.04 Mbits/sec receiving and 0.04 Mbits/sec transmitting for each user.
- *Is there a limit to the number of users who can join a video conference?*
- No, there is no hard limit on the number of users that may access a video conference. Blindside manages 1.2 million video conference users and streams 2 million minutes of conferencing per year. Our servers are well equipped to manage end-user conferencing needs.

Other Needs

- Additional courseware and streaming services including YouTube, Vimeo, Khan Academy, Pluralsight, Lynda.com, LinkedIn Learning, Prenda, Office365, and Adobe Creative Cloud recommend minimum bandwidth speeds of 500Kbps.

- To ensure a technology-rich, high-quality educational environment, FPA will quadruple minimum bandwidth requirements per user by ensuring average download speeds of at least 2Mbps per user as calculated by total bandwidth divided by total number of users.

Needs and Solutions by Year

Year 1:

- Capacity to serve year 1 office and support staff

- 40 Mbps included with office lease

Year 2:

- Capacity to serve 120 projected users (30 FTEs + 90 Students per shift)
- Minimum Bandwidth = 60Mbps
- Recommended Bandwidth (Peak Use) = 240Mbps
- Likely provider = Cox: 3 lines, 340Mbs download speed, $500/month (includes phone bundle)
- Alt Provider = Century Link: 3 lines, 365Mbps download speed, $495/month (includes phone bundle)

Year 3:

- Capacity to serve 170 projected users (50 FTEs + 120 Students per shift)
- Minimum Bandwidth = 85Mbps
- Recommended Bandwidth (Peak Use) = 340Mbps
- Likely provider = Cox - 3 Internet lines, 1,174Mbs download speed, $1000/month (includes phone bundle)
- Alt Provider = Century Link - 3 Internet lines, 3,072Mbps download speed, $952/month (includes phone bundle).

Quote Summaries:

- Cox (Taxes included)

Download Speed	Rate / Month	Year 1		Year 2	
		Lines	Price	Lines	Price
50Mb	$100	1	$100	1	$100
100Mb	$140	2	$280	1	$140
200Mb	$210				
300Mb	$340				
500Mb	$460				
1GB	$600			1	$600
VOIP	$40	3	$120	4	$160
			$500		**1000**

- Century Link (Taxes not included)

Download Speed	Rate / Month	Year 1		Year 2	
		Lines	Price	Lines	Price
20Mb	$55				
40Mb	$65	1	$65		
100Mb	$135				
200Mb	$155	2	$310		
500Mb	$185				
1GB	$255			3	$765
VOIP	$25	3	$75	4	$100
			$450		**$865**

	4. Web Conferencing Features: • Share audio, slides, chat, video, and desktop. • Built-in polling for easy engagement. • Session recording for later viewing and review. • Whiteboard tools to highlight, draw, annotate, zoom and write on real-time presentations. • 2-way multi-user connect with presenter ability to deactivate viewers' audio and video • Likely provider = BigBlueButton (Canvas LMS integration) or Microsoft Teams (Part of Office 365)
Contracted Services O&M	Assumes no contracted services for area maintenance and custodial care in year 1 Assumes 38,000 in year 2 and $76,000 in year 3 for area maintenance and custodial care. Assumption based on quotes by Beehive Cleaning and Integrated Land Management
Transportation	Budget assumes $2137.50 in year 1, $10687.50 in year 2 and $19237.50 in year 3 for Valley Metro passes. FPA plans to provide free and discounted Valley Metro Fares for students to utilize public transportation. FPA has negotiated a rate of $150 per student per academic year for unlimited access to Valley light rails and buses. Free passes will be made available to students who express a desire and need for transportation assistance. Budget assumes metro passes for 20% of enrollment. Assumption based on market research and comparable data of nearby schools and universities.
Awards and Recognition	Assumes a rate of $10 per student per quarter ($40/year) for quarterly awards and recognition ceremonies. Assumes $2,280 in year 1, $21,600 in year 2, and $28,800 in year 3
Field Trips and Service Activities	Assumes a rate of $30 per student per quarter for quarterly field trips and service activities Note: Students will contribute 12 service hours per year (3 hours per quarter) to a worthwhile cause coordinated to benefit the target community. FPA students will have 1 activity, event, guest visitor, or field trip each quarter.
Food Service	TBD by National Student Lunch Program (NSLP). Revenues from NSLP may be used to provide food services from an approved vendor. Assumes food service costs and food service revenue will net zero. Assumptions based on student demographic data of target population.

Student Furniture (Workstations) ($15/mo workstation lease rate)	Assumes $25,650 in year 2 and $46,170 in year 3 for student furniture and workstations/desks. Assumptions based on lease purchase of student common use furniture and desks/workstations beginning in year 2 at a rate of $15 per month for 36 months per half-student. Calculation is based on half-student because classrooms serve 2 shifts and share resources. Calculation includes AOI students. Rationale for AOI inclusion is that FPA will strive to provide a physical and technology-rich meeting space for all students (see Learning Center and Microsite modality description in A.1). Rate includes delivery and installation. Assumptions are based on quotes by CubeSolutions and ClassroomLandscapes.
Student Technology - (Computers) ($15/mo/ CPU lease rate)	Assumes $25,650 in year 2 and $46,170 in year 3 for student computers and accessories. Assumes lease purchase of student computers at a rate of $15 per month for 36 months per half-student. Calculation is based on half-student because classrooms serve 2 shifts and share resources. Assumes "technology equipment" to include a desktop computer with dual 17" monitors that meets FPA's minimum hardware/software requirements and include the following accessories: Etekcity RoverBeats Bravo Stereo Headset with Microphone, keyboard, mouse, and power cord. Rate includes installation and 36-month replacement warranty. Assumption based on quote by Adobe Tech.
Student Technology - (Laptops/Chromebooks) ($10/mo/laptop/student)	Assumes $6,840 in year 1, $34,200 in year 2, and $61,560 in year 3 for student Chromebooks or laptops. Assumes lease purchase of Chromebooks (HP Chromebook 14" with Intel Processor, 4GB Memory, 16GB SSD, Chrome OS and Included 4G Mobile Internet Service) at a rate of $10 per month per Chromebook per student for 36 months.
Student Technology - (4G mobile hotspots ($10/mo/laptop/student)	Assumes $3,591 in year 1, $17,955 in year 2, and $32,319 in year 3 for 4G mobile hotspot connections. Assumes monthly lease of 4G enabled wifi hotspots at a rate of $35 per month per hotspot. Rationale for mobile hotspots is to provide economically disadvantaged students a way to access high speed Internet outside of school hours. Hotspot quantity of is equal to 15% of student enrollment each year. Assumption based on market research of target demographic and rate quote by Metro by T-Mobile.
Staff Technology (Computers) ($15/mo/ CPU lease rate)	Assumes $1,260 in year 1, $6660 in year 2, and $15,840 in year 3 for staff computers/laptops. Assumes staff technology to include a desktop computer or laptop for all staff including dual 17" monitors, keyboard, mouse, and

	power cord. Rate includes installation and 36-month replacement warranty. Assumption based on quote by Adobe Tech.
IT Support (Managed Care for Staff & Student Workstations x $10/mo)	Assumes $7,560 in year 1, $37,200 in year 2, and $66,600 for IT support services. Assumes managed care and network support for student and staff workstations. Includes 24/7 telephonic support and remote desktop assistance for computer hardware, software, and performance issues. Assumes a rate of $10/mo per workstation. This support and the cost of this support is viable and adequate for the target population. Assumptions based on quotes by Adobe Tech and Enterprise Technology Services
Office Technology & AV Equipment (Printers, Projectors, Routers, Switches, Networking)	Assumes $2,400 in year 2 and $4,800 in year 3 for Office Technology and AV Equipment. Assumes year 2 lease purchase of 2 HP LaserJet 4345MFP network printers, 6 NECM300W classroom projectors and screens, and 3 Cisco Aironet 300Mbps Wireless Ceiling Routers at a rate of $200 per month for 36 months ($7,200). Assumes repeat purchase in year 3. Quote includes delivery and installation. Assumptions based on quotes by Adobe Tech and Automated Environments.
Loan Repayment	Assumes $18,253.20 in years 1-3 to repay $50,000 startup loan. Assumes monthly payment of $15,021.10 per month for 36 months at 6.0% interest.

F. G. H. Repayment of Startup Loan, Assurance, and Consistency

F. As described in assumptions above, FPA's startup loan will be repaid with operational revenue over a 36-month term at 6% interest.

G. Revenue covers all expenditures with an average 10% balance year over year. If any adjustments or recalculations are necessary, FPA's Principals and Directors will oversee operational updates and financial fidelity to ensure expenditures do not exceed revenue.

	Year 1	Year 2	Year 3
Revenue	$577,922.29	$3,041,724.70	$5,506,066.35
Expenditures	$518,421.93	$2,806,381.55	$4,895,947.78
Balance	$59,500.35	$235,343.15	$610,118.57
% Balance	10%	8%	11%

Table C.5.3: Balance Summary for Years 1-3

H. All content in C.5 is consistent with the rest of the application package.

C.5 Three Year Operational Budget Assumptions

This section will provide a viable and adequate budget to cover expenses projected to occur during the first three years of operation. It will (A) list expenditures to cover the educational, operational, and business plan, (B) ensure state equalization revenue is consistent with the target population and student count by grade level, (C) Provide rationale for student count add-ons, (D) provide rationale for the projected percent of full enrollment used as the basis of the budget consistent with Section C.2, (E) demonstrate that all assumptions are viable and adequate, (F) describe repayment terms for expenses incurred during the start-up period, (G) ensure revenues cover expenditures, and (H) that all content is consistent with all sections of the application. Exhibits include: (1) Three Year Operational Budget Template, (2) Projected Revenue Calculator for Years 1, 2, & 3, and (3) Three Year Operational Budget Assumptions.

Applicant Name: Freedom Prep Academy

Provide Assumptions by Line	First Year				Second Year				Third Year			
STUDENT COUNT (at full enrollment)				60				300				540
Number of Students (Budget based on)				57				285				513
% of Full Enrollment Budget Based On				95.00%				95.00%				95.00%
CARRYOVER *(Balance from Start-Up Budget or previous year)*				$ 10,649.22				$ 59,500.35				$ 235,343.15
REVENUE				**$ Amount**				**$ Amount**				**$ Amount**
State Funding (Equalization Assistance)				$ 512,584				$ 2,697,623				$ 4,769,608
State Categorical Funding (Prop301)				44721.19				$ 232,033				$ 409,224
Federal Categorical Funding (IDEA)				$ 9,968				$ 52,568				$ 91,891
Secured Funds - Loans												
Secured Funds - Other												
Total New Revenue				$ 567,273				$ 2,982,224				$ 5,270,723
Administration, Instruction, & Support (AIS) EXPENDITURES	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**
TOTAL SITE LOCATIONS				1				1				1
Salaries												
Director/Principal	1.00	$ 72,000.00	$ 6,480.00	$ 78,480	1.00	$ 75,600.00	$ 6,804.00	$ 82,404	1.00	$ 79,380.00	$ 7,144.20	$ 86,524.20
Director/Operations					1.00	$ 65,000.00	$ 5,850.00	$ 70,850	1.00	$ 68,250.00	$ 6,142.50	$ 74,392.50
Director/Communications									1.00	$ 65,000.00	$ 5,850.00	$ 70,850.00
Registrar/Office Manager	1.00	$ 36,000.00	$ 3,240.00	$ 39,240	2.00	$ 37,800.00	$ 3,402.00	$ 82,404	2.00	$ 39,690.00	$ 3,572.10	$ 86,524.20
Teacher-HS (Core Content)					6.00	$ 50,400.00	$ 4,536.00	$ 329,616	12.00	$ 52,920.00	$ 4,762.80	$ 692,193.60
Teacher-HS (Non-Core)					3.00	$ 50,400.00	$ 4,536.00	$ 164,808	6.00	$ 52,920.00	$ 4,762.80	$ 346,096.80
Teacher-MS (Core Content)	2.00	$ 48,000.00	$ 4,320.00	$ 104,640	4.00	$ 50,400.00	$ 4,536.00	$ 219,744	6.00	$ 52,920.00	$ 4,762.80	$ 346,096.80
Teacher-MS (Non-Core)	1.00	$ 48,000.00	$ 4,320.00	$ 52,320	2.00	$ 50,400.00	$ 4,536.00	$ 109,872	3.00	$ 52,920.00	$ 4,762.80	$ 173,048.40
PT-EB Coach (TA/Interventionist) - HS					6.00	$ 14,400.00	$ 1,296.00	$ 94,176	12.00	$ 14,400.00	$ 1,296.00	$ 188,352.00
PT-EB Coach (TA/Interventionist) - MS	2.00	$ 14,400.00	$ 1,296.00	$ 31,392	4.00	$ 14,400.00	$ 1,296.00	$ 62,784	6.00	$ 14,400.00	$ 1,296.00	$ 94,176.00
Guidance Counselor (College and Career)					1.00	$ 42,000.00	$ 3,780.00	$ 45,780	1.00	$ 44,100.00	$ 3,969.00	$ 48,069.00
Training and Teacher Improvement (PD)	6.00			$ 4,900.00	20.00			$ 21,000.00	30.00			$ 35,700.00
Employee Benefits				$ 8,240.40				$ 33,164.34				$ 57,713.87
Employee Insurance (if applicable)				$ 15,000.00				$ 60,000.00				$ 99,000.00
Office Supplies (Paper, Postage, etc.)				$ 2,736.00				$ 13,680.00				$ 24,624.00
Instructional Consumables (Paper, Projects, etc.)				$ 6,840.00				$ 34,200.00				$ 61,560.00
Membership Dues (AZ Charter Association)				$ 185.25				$ 926.25				$ 1,667.25
Contracted IT - Contracted (Adobe Tech)	-	$ 44,000.00		$ -	1.00	$ 44,000.00		$ 44,000.00	1.00	$ 44,000.00		$ 44,000.00
Contracted Bookkeeper/Finance/Accountng (ADI)	0.25	$ 48,000.00		$ 12,000	0.50	$ 48,000.00		$ 24,000	1.00	$ 48,000.00		$ 48,000.00
Contracted Services (Special Education - 12% of state equalization funds)	8.55			$ 61,510.08	45.60			$ 323,714.76	63.84			$ 572,352.96
Curriculum & Resource Materials (Instructional and Assessment Software - Canvas/Acellus)				$ 20,520.00				$ 102,600.00				$ 184,680.00
Curriculum & Resource Materials (Instructional and Assessment Software - Pluralsight)								$ 68,400.00				$ 123,120.00
Curriculum & Resource Materials (Instructional and Assessment Software - Prenda LMS)								$ 205,200.00				$ 369,360.00
Curriculum & Resource Materials (Software - Adobe CC)				$ -				$ 21,600.00				$ 43,200.00
Curriculum & Resource Materials (Software - MSFT Office 365 A3)				$ 2,304.00				$ 11,340.00				$ 20,304.00
Extra Curricular Arts/Electives (Mesa Arts Center) $28/hr x 4hrs/day x 180 days				$ -				$ 20,160.00				$ 20,160.00
Extra Curricular AZ Code Club (Sundown Assistance)				$ -				$ 2,500.00				$ 2,500.00
Legal Fees				$ 4,000.00				$ 4,000.00				$ 4,000.00
Auditor Fees				$ -				$ 6,000.00				$ 8,000.00
Total Administration, Instruction, & Support	8.25			$ 444,307.73	30.50			$ 2,258,923.35	50.00			$ 3,926,265.58
					77%				74%			
Operations & Maintenance (O&M) EXPENDITURES				**Total**				**Total**				**Total**
(add lines as necessary)												
Marketing/Advertising/Retention				$ 11,400.00				$ 57,000.00				$ 102,600.00
Building Rent/Lease/Loan				$ 18,000.00				$ 182,400.00				$ 328,320.00
Property/Casualty/Liability Insurance				$ 2,500.00				$ 7,500.00				$ 12,500.00
Utilities (Electric, Gas, Water, Waste)				$ -				$ 45,600.00				$ 82,080.00
Phone/Communications/Internet Connectivity				$ 720.00				$ 7,440.00				$ 14,160.00
Contracted Services O&M				$ -				$ 38,000.00				$ 76,000.00
Transportation				$ 1,710.00				$ 8,550.00				$ 15,390.00
Awards and Recognition				$ 2,280.00				$ 11,400.00				$ 20,520.00
Field Trips and Service Activities				$ -				$ 21,600.00				$ 28,800.00
Food Service				$				$				$
Student Furniture (Workstations) ($15/mo workstation lease rate)								$ 25,650.00				$ 46,170.00
Student Technology - (Computers) ($15/mo/CPU/workstation lease rate)								$ 25,650.00				$ 46,170.00
Student Technology - (Laptops/Chromebook) ($10/mo/laptop/student lease rate)				$ 6,840.00				$ 34,200.00				$ 61,560.00
Student Technology - (4G mobile hotspots) ($35/mo for 15% of students)				$ 3,591.00				$ 17,955.00				$ 32,319.00
Staff Technology (Computers) ($15/mo/ CPU lease rate)				$ 1,260.00				$ 6,660.00				$ 15,840.00
IT Support (Managed Care for Staff & Student Workstations x $10/mo)				$ 7,560.00				$ 37,200.00				$ 66,600.00
Office Technology & AV Equipment (Printers, Projectors, Routers, Switches, Networking)				$ -				$ 2,400.00				$ 2,400.00
Loan Repayment				$ 18,253.20				$ 18,253.20				$ 18,253.20
Total Operations & Maintenance				$ 74,114.20	13%			$ 547,458.20	18%			$ 969,682.20
Total Expenditures				$ 518,421.93				$ 2,806,381.55				$ 4,895,947.78
Total Revenues				$ 577,922.29				$ 3,041,724.70				$ 5,506,066.35
Budget Balance (=Revenues-Expenditures)				$ 59,500.35	10%			$ 235,343.15	8%			$ 610,118.57

Image C.5.1: Operational Budget (Years 1-3)

A. List of Expenditures

The following shows a list of projected expenditures to support successful implementation of the Educational, Operational and Business Plan described throughout the application package:

	Yr1	Yr2	Yr3
AIS EXPENDITURES	**Total**	**Total**	**Total**
Director/Principal	$78,480.00	$82,404.00	$86,524.20
Director/Operations		$70,850.00	$74,392.50
Director/Communications			$70,850.00
Registrar/Office Manager	$39,240.00	$82,404.00	$86,524.20
Teacher/Instructor	$156,960.00	$824,040.00	$1,557,435.60
PT-EB Coach (TA/Interventionist)	$31,392.00	$156,960.00	$282,528.00
Guidance Counselor (College and Career)		$45,780.00	$48,069.00
Training and Teacher Improvement (PD)	$4,900.00	$21,000.00	$35,700.00
Employee Benefits	$8,240.40	$33,164.34	$57,713.87
Employee Insurance (if applicable)	$15,000.00	$60,000.00	$99,000.00
Office Supplies (Paper, Postage, etc.)	$2,736.00	$13,680.00	$24,624.00
Instructional Consumables (Paper, Projects, etc.)	$6,840.00	$34,200.00	$61,560.00
Membership Dues (AZ Charter Association)	$185.25	$926.25	$1,667.25
Contracted IT – Contracted (Adobe Tech)		$44,000.00	$44,000.00
Contracted Bookkeeper/Finance/Accounting	$12,000	$24,000.00	$48,000.00
Contracted Services (Special Education)	$61,510.08	$323,714.76	$572,352.96
Curriculum & Resource Materials (Canvas/Acellus)	$20,520.00	$102,600.00	$184,680.00
Curriculum & Resource Materials (Pluralsight)		$68,400.00	$123,120.00
Curriculum & Resource Materials (Prenda LMS)		$205,200.00	$369,360.00
Curriculum & Resource Materials (Adobe)		$21,600.00	$43,200.00
Curriculum & Resource Materials (Microsoft)	$2,304.00	$11,340.00	$20,304.00
Extra-Curricular (Mesa Arts Center)		$20,160.00	$20,160.00
Extra-Curricular (AZ Code Club)		$2,500.00	$2,500.00
Legal Fees	$4,000.00	$4,000.00	$4,000.00
Auditor Fees		$6,000.00	$8,000.00
Total Administration, Instruction, & Support	$444,307.73	$2,258,923.35	$3,926,265.58
O&M EXPENDITURES	**Total**	**Total**	**Total**
Marketing/Advertising/Retention	$11,400.00	$57,000.00	$102,600.00
Building Rent/Lease/Loan	$18,000.00	$182,400.00	$328,320.00
Property/Casualty/Liability Insurance	$2,500.00	$7,500.00	$12,500.00
Utilities (Electric, Gas, Water, Waste)		$45,600.00	$82,080.00
Phone/Communications/Internet Connectivity	$720.00	$7,440.00	$14,160.00
Contracted Services O&M		$38,000.00	$76,000.00
Transportation	$1,710.00	$8,550.00	$15,390.00
Awards and Recognition	$2,280.00	$11,400.00	$20,520.00
Field Trips and Service Activities		$21,600.00	$28,800.00
Furniture		$25,650.00	$46,170.00
Student Technology - (Computers)		$25,650.00	$46,170.00
Student Technology - (Laptops/Chromebook)	$6,840.00	$34,200.00	$61,560.00
Student Technology - (Mobile hotspots)	$3,591.00	$17,955.00	$32,319.00
Staff Technology - (Computers)	$1,260.00	$6,660.00	$15,840.00
IT Support (Managed Care)	$7,560.00	$37,200.00	$66,600.00
Office Technology & AV Equipment		$2,400.00	$2,400.00
Loan Repayment	$18,253.20	$18,253.20	$18,253.20

Total Operations & Maintenance	$74,114.20	$547,458.20	$969,682.20
Total Expenditures	$518,421.93	$2,806,382	$4,895,947.78
Total Revenues	$577,922.29	$3,041,724.70	$5,506,066.35
Budget Balance (=Revenues-Expenditures)	$59,500.35	$235,343.15	$610,118.57

Table C.5.1: List of Expenditures (Years 1-3)

B. State Equalization by Grade Consistent with Target Population

In year one, FPA intends to serve AOI students only. Projected enrollment for year one is 60 students. This is a conservative estimate that allows us to successfully execute an effective program of instruction.

In year 2, FPA will open a physical campus to serve grades 7-10. Estimated enrollment for year 2 is 300 students, with an estimated 180 students on campus and 120 students online.

In year 3, FPA will expand its campus to serve grades 7-11. Estimated enrollment for year 3 is 540 students, with an estimated 240 students on campus and 300 students online (See Table C.5.1).

	Year 1		**Year 2**		**Year 3**	
	AOI	Campus	AOI	Campus	AOI	Campus
7	30		30	30	60	30
8	30		30	30	60	30
9			30	60	60	60
10			30	60	60	60
11					60	60
12						
Sub Total	60	0	120	180	300	240
TOTAL	**60**		**300**		**540**	
95% of TOTAL	**57**		**285**		**513**	

Table C.5.2: Enrollment Estimates by Modality (Years 1-3)

The image below shows state equalization revenue for the projected enrollment described above. Projections are based on 95% of FPA's anticipated student enrollment.

2020-2021 Application for New Charter
Arizona State Board for Charter Schools

Projected Revenue Calculator

A. Enter Estimated Student Counts	Year 1	Year 2	Year 3	
Kinder				
Grades 1-3				
Grades 4-8	57	114	171	
Grades 9-12		171	342	
Total	57	285	513	
B. Will you have a 200 Day Calendar?	No	No	No	
C. Enter Estimated Student Count Add-On Numbers*				
Hearing Impairment				
ELL (English Learners)	3	17	31	6.0%
MD-R, A-R, and SID-R	3	17	31	6.0%
MD-SC, A-SC, and SID-SC				
Multiple Disabilities Severe Sensory Impairment				
Orthopedic Impairment (Resource)				
Orthopedic Impairment (Self-Contained)				
DD, ED, MIID, SLD, SLI, and OHI				
Emotionally Disabled (Private)				
Moderate Intellectual Disability	3	17	31	6.0%
Visual Impairment				
D. Estimated Equalization Revenue	**$ 557,685**	**$ 2,920,006**	**$ 5,179,216**	

Image C.5.2: Projected Revenue Calculator (Years 1-3)

The image above shows state equalization revenue for the projected enrollment described above. an estimate for each year's enrollment projections for grades 7-12. The following provides rationale for the percent of full enrollment used as the basis for the budget consistent with section C.2.

Year 1 - In year one, FPA anticipates enrolling 60 middle school students for AOI instruction (30 in grade 7 and 30 in grade 8) for a total projected year one enrollment of 60 students. Year 1 anticipated site capacity is not limited by facility space as students will be attending online. Based on market research, budget forecasts, feedback from the Arizona Charter Schools Association, and comparable projections of other successful charter schools, 60 students is a very conservative enrollment assumption that is both viable and adequate for successful operations and delivery of the program of instruction in year 1 within our target population.

Year 2 - In year 2, FPA will open a physical campus to serve 180 students in grades 7-10 and expand AOI enrollment to serve 120 students in grades 7-10 for a total year 2 anticipated enrollment of 300 students. Estimated campus capacity will be 360 students. Enrollment of 180 students in year 2 represents a 50% campus fill rate. The reason for a 50% fill rate in year 2 is because the campus will not yet serve grades 11 and 12. Based on market research, budget forecasts, and comparable projections of other successful charter schools, 180 students and a 50% campus fill rate is viable and adequate for successful delivery of the program of instruction in year 2.

Year 3 - In year three, FPA will expand to serve 240 students on campus in grades 7-11 and expand AOI enrollment to serve 300 students for a total year 3 anticipated enrollment of 540 students. 240 campus students represents a facility fill rate of 67%. These projections are viable and adequate for successful operations and consistent with the budget assumptions and the three-year revenue calculator.

C. Student Count Add-On Rationale

State equalization calculations assume 6% of enrolled students will be English Language Learners (ELL) and 12% will have moderate to multiple disabilities (MD-R, A-R, and SID-R). These assumptions are in line

with the target population described in section A.2. In years 1-3 all anticipated SPED revenue will be budgeted toward SPED expenses. The rationale for tying outsourced SPED services to available SPED revenue is that this helps ensure SPED funding is properly allocated and not misappropriated and helps avoid variability within FPA's first three years of operations.

D. Rationale for 95% of Target Enrollment used as basis for Budget

FPA's revenue and expense calculations are based on the assumption that we will achieve 95% of what we believe are already conservative target enrollment goals. We chose to build our budget based upon 95% of our total projected enrollment because (A) we acknowledge that actual Average Daily Membership (ADM) for new charters can be less than projected and (B) we believe our year 1 enrollment target of 60 students is very conservative and that our year 2 and 3 growth is very attainable based on research of our target population and existing interest and strong support by parents and students in the target population.

E. Assumptions Viable and Adequate for successful operations

Overview of assumptions

All assumptions are based on Freedom's school design, projected enrollment, and target population needs for years 1-3. Assumptions are rooted in research and best practices and draw from data of over 25 Arizona approved charter applications.

STUDENT COUNT (at full enrollment)	Assumes 60 students in grades 7-8 in year 1 (All AOI) Assumes 300 students in grades 7-10 in year 2 (120 AOI + 180 Physical Campus) Assumes 540 students in grades 7-11 in year 3 (300 AOI + 240 at physical campus)
Number of Students (Budget based on)	Assumes 95% of full student count
% of Full Enrollment Budget Based On	Assumes actual ADM is typically less than projected student count. We chose to build our budget based upon 95% of our total projected enrollment because we believe our year 1 enrollment target of 60 students is very conservative and that our year 2 and 3 growth is very attainable based on research of our target population and existing interest and support by parents and students.
CARRYOVER *(Balance from Start-Up Budget or previous year)*	Assumes carryover balance from startup budget
REVENUE	
State Funding (Equalization Assistance)	Assumes formulas in Department of Education Revenue Calculator. Assumes 6% of enrolled students will be English Language Learners (ELL) and 12% will be SPED. These assumptions are in line with the target population described in section A.2.

State Categorical Funding (Prop301)	Assumes $386 per weighted student count per year in Prop301 funds; weighted amounts determined in revenue calculator based on previous ADE reports.
Federal Categorical Funding (IDEA)	Assumes $125 per unweighted student per year in IDEA funds; weighted amounts based on previous ADE reports
Total New Revenue	
Administration, Instruction, & Support (AIS) EXPENDITURES	Note: In years 1-3 AIS expenditures average 81% of total expenditures. Of this, Instruction and Support services average 74% while administrative expenditures average just 7%. Allocating nearly $0.75 of every dollar spent toward instruction and support aligns with our vision and mission to place the student at the center of our educational philosophy.
Salaries	Assumes 5% annual salary increase for FT positions in years 2 and 3. Assumes 9% contribution for payroll taxes for all staff. Breakdown is as follows: 6.20% Social Security 1.45% Medicare 1.00% Unemployment Insurance 0.35% Workers' Compensation Insurance Assumptions are based on federal regulations and similar contributions made by comparable Arizona Charter Schools.
Director/Principal	Assumes 1 FTE School Director/Principal salary of $72,000 in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in years 2 and 3. Salary is based on comparable principal/administrative positions throughout Maricopa County.[161]
Director/Operations	Assumes 1 FTE Director of Operations salary of $65,000 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Director/Communications	Assumes 1 FTE Director of Communications salary of $65,000 beginning in year 3. Assumes 9% required employer contributions.
Registrar/Office Manager	Assumes 1 FTE office manager/registrar salary of $36,000 annual salary beginning in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 2 and 3. Assumes 2nd FTE office manager/registrar salary of $37,800 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Teacher/Instructor (All)	Assumes 3 FTE teacher salaries of $48,000 in year 1. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in years 2 and 3.

[161] http://www.onetonline.org/link/summary/11-9032.00

	Assumes 15 FTE teacher salaries of $50,400 in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year and 3. Assumes 25 FTE teacher salaries of $52,920 in year 3. Assumes 9% contribution for payroll taxes. Note: Operational budget breaks down total teachers/instructors by grade level and subject
PT-EB Coach (TA/Interventionist)	Assumes 2 Part-time (PT) Educational/Behavioral (EB) Coaches (TA/Interventionist) in year 1. Assumes 10 PT-EB Coaches in year 2 Assumes 18 PT-EB Coaches in year 3 Assumes hourly pay rate of $20/hr for 4 hours/day for 180 days/year for all PT-EB Coaches in years 1-3
Guidance Counselor (College and Career)	Assumes 1 FTE guidance counselor salary of $42,000 beginning in year 2. Assumes 9% contribution for payroll taxes. Assumes 5% salary increase in year 3.
Training and Teacher Improvement (PD)	Assumes $700 per year for each staff member to support Professional development, training, and travel.
Employee Benefits	Assumes 3% retirement contribution for all FT employees.
Employee Insurance (if applicable)	Assumes $250 per month per FT employee for health insurance. Quote based on estimates by Astoria insurance.
Office Supplies (Paper, Postage, etc.)	Assumes budget of $4 per student per month for office supplies for years 1-3
Instructional Consumables (Paper, Projects, etc.)	Assumes budget of $10 per student per month for instructional consumables for years 1-3
Membership Dues (AZ Charter Association)	Assumes budget of $3.25 per student per month for professional membership associations
Contracted IT - Contracted (Adobe Tech)	Assumes contracted IT services at a rate of $44,000/year for network maintenance and IT support beginning in year 2. Quote by Adobe Tech.
Contracted Bookkeeper/Finance/Accountng (Consilium)	Assumes contracted bookkeeper to assist with payroll and accounting services at a rate of $48,000 per year. Assumes 0.25 FTE bookkeepers in year 1, 0.5 bookkeepers in year 2 and 1.0 bookkeepers in year 3 at a cost of $12,000; $24,000; and $48,000 respectively.
Contracted Services (Special Education - 12% of state equalization funds)	Assumes all Special Education Services in years 1-3 will be contracted. Assumes all SPED revenue (approximately 12% of state equalization revenue) will be allocated toward SPED services. Assumes 12% of FPA's student population will receive SPED services. Assumptions based on quotes for similar schools operating in similar area Note: Rationale for outsourcing SPED services in years 1-3 and tying projected costs to projected revenue is to reduce variability of

	expenses and to ensure proper and adequate allocation of funds toward special education services
Curriculum & Resource Materials	FPA will source high quality digital curriculum and resource materials from a variety of vendors. Anticipated vendors in years 1-3 include: Canvas, Acellus, Prenda, Pluralsight, Adobe, and Microsoft. Budget assumes $133 per student per month ($1,596/student/year) for these resources. Curriculum and resource expenses in more detail below: Budget assumes $30 per student per month in years 1-3 for Canvas LMS and Acellus Instructional and Assessment software. Assumption based on direct quotes by Instructure and Acellus. Budget assumes $20 per student per month in years 2-3 for Pluralsight Instructional and Assessment Software. Budget assumes year 1 software fee waived based on quote by PluralOne (Pluralsight's nonprofit and K12 education team). Budget assumes $60 per student per month in years 2-3 for Prenda Instructional and Assessment Software & LMS. Budget assumes year 1 software fee waived based on quote by Prenda. Budget assumes $20 per month for 90 licenses in year 2 and 180 licenses in year 3 for Adobe Creative Suite (Photoshop, Dreamweaver, Illustrator, InDesign, Premiere, etc). Assumes licenses will be hosted in Azure Virtual Labs and used primarily by high school students but accessible to all staff and students. Budget assumes $3 per month per staff and student in years 1-3 for Microsoft Office 365 A3 Educational Software (Outlook, Word, Excel, PowerPoint, OneDrive, Teams, Skype, and Virtual Labs).
Extra Curricular Arts/Electives (Mesa Arts Center) $28/hr x 4hrs/day x 180 days	Assumes $20,160 per year in years 2 and 3 for extra-curricular activities at the Mesa Arts Center. Assumes 4 hours of daily studio access M-F at a rate of $28 per hour. Assumptions based on quote by Billy Jones, Director of Studio Arts and Education at the Mesa Arts Center.
Extra Curricular AZ Code Club (Sundown Assistance)	Assumes $2,500 per year in years 2 and 3 for a weekly coding and programming club. Assumes club will be offered onsite after school hours to students, prospective students, and community members. Assumption based on quote by AZ Code Club.
Legal Fees	Assumes $4000 per year in years 1 – 3 to contract with an attorney to provide legal expertise. Assumption based on quote by quote by Miles Davis PLC.
Auditor Fees	Assumes $0; $6,000; and $8,000 per year for auditing services in years 1, 2, and 3. Assumptions based on rates provided by Ball and McGraw.
Total Administration, Instruction, & Support	

Operations & Maintenance (O&M) EXPENDITURES	
Marketing/Advertising/Retention	Assumes $200 per year per enrolled student for marketing and retention efforts in years 1-3. This is approximately 2-2.5% of annual state equalization revenue. This budget will be used to fund advertising and promotion expenses.
Building Rent/Lease/Loan	Assumes $1500 per month for all inclusive office space for leadership team and staff to service AOI students in year 1. Space includes phone, Internet, and conference room for 7 employees. Assumptions based on quote by DeRito Partners. Assumes $16/sf x 40sf per student in years 2-3. Assumption includes AOI students. Rationale for including AOI students in facility calculation is that FPA will strive to provide a physical meeting space for AOI students (see Learning Center and Microsite modalities in A.1). Assumptions based on industry best practices and data from Aspire Business Consultants.
Property/Casualty/Liability Insurance	Assumes property, casualty, and liability insurance of $2,500 in year 1, $7,500 in year 2, and $12,500 in year 3. Assumptions based on quote by insurance broker from Astoria Insurance.
Utilities (Electric, Gas, Water, Waste)	Assumes utilities included in lease in year 1. Assumes $4/sf for utilities in years 2-3
Phone/Communications/Internet Connectivity	Assumes phone and Internet included in lease in year 1 Assumes $500 per month for Internet and phone in year 2 and $1000 per month in year 3. Assumptions based on comparable budgets for similar sized schools and direct quote by Century Link Business and Education Services for 30MB fiber optic Core Connect Internet service plus VOIP phones. Assumes $60 per month per director in years 1-3 for cell phones
Contracted Services O&M	Assumes no contracted services for area maintenance and custodial care in year 1 Assumes 38,000 in year 2 and $76,000 in year 3 for area maintenance and custodial care. Assumption based on quotes by Beehive Cleaning and Integrated Land Management
Transportation	Budget assumes $2137.50 in year 1, $10687.50 in year 2 and $19237.50 in year 3 for Valley Metro passes. FPA plans to provide free and discounted Valley Metro Fares for students to utilize public transportation. FPA has negotiated a rate of $150 per student per academic year for unlimited access to Valley light rails and buses. Free passes will be made available to students who express a desire and need for transportation assistance. Budget assumes metro passes for 20% of enrollment. Assumption based on market research and comparable data of nearby schools and universities.
Awards and Recognition	Assumes a rate of $10 per student per quarter ($40/year) for quarterly awards and recognition ceremonies.

	Assumes $2,280 in year 1, $21,600 in year 2, and $28,800 in year 3
Field Trips and Service Activities	Assumes a rate of $30 per student per quarter for quarterly field trips and service activities Note: Students will contribute 12 service hours per year (3 hours per quarter) to a worthwhile cause coordinated to benefit the target community. FPA students will have 1 activity, event, guest visitor, or field trip each quarter.
Food Service	TBD by National Student Lunch Program (NSLP). Revenues from NSLP may be used to provide food services from an approved vendor. Assumes food service costs and food service revenue will net zero. Assumptions based on student demographic data of target population.
Student Furniture (Workstations) ($15/mo workstation lease rate)	Assumes $25,650 in year 2 and $46,170 in year 3 for student furniture and workstations/desks. Assumptions based on lease purchase of student common use furniture and desks/workstations beginning in year 2 at a rate of $15 per month for 36 months per half-student. Calculation is based on half-student because classrooms serve 2 shifts and share resources. Calculation includes AOI students. Rationale for AOI inclusion is that FPA will strive to provide a physical and technology-rich meeting space for all students (see Learning Center and Microsite modality description in A.1). Rate includes delivery and installation. Assumptions are based on quotes by CubeSolutions and ClassroomLandscapes.
Student Technology - (Computers) ($15/mo/ CPU lease rate)	Assumes $25,650 in year 2 and $46,170 in year 3 for student computers and accessories. Assumes lease purchase of student computers at a rate of $15 per month for 36 months per half-student. Calculation is based on half-student because classrooms serve 2 shifts and share resources. Assumes “technology equipment” to include a desktop computer with dual 17” monitors that meets FPA’s minimum hardware/software requirements and include the following accessories: Etekcity RoverBeats Bravo Stereo Headset with Microphone, keyboard, mouse, and power cord. Rate includes installation and 36-month replacement warranty. Assumption based on quote by Adobe Tech.
Student Technology - (Laptops/Chromebooks) ($10/mo/laptop/student)	Assumes $6,840 in year 1, $34,200 in year 2, and $61,560 in year 3 for student Chromebooks or laptops. Assumes lease purchase of Chromebooks (HP Chromebook 14" with Intel Processor, 4GB Memory, 16GB SSD, Chrome OS and Included 4G Mobile Internet Service) at a rate of $10 per month per Chromebook per student for 36 months.

Student Technology - (4G mobile hotspots ($10/mo/laptop/student)	Assumes $3,591 in year 1, $17,955 in year 2, and $32,319 in year 3 for 4G mobile hotspot connections. Assumes monthly lease of 4G enabled wifi hotspots at a rate of $35 per month per hotspot. Rationale for mobile hotspots is to provide economically disadvantaged students a way to access high speed Internet outside of school hours. Hotspot quantity of is equal to 15% of student enrollment each year. Assumption based on market research of target demographic and rate quote by Metro by T-Mobile.
Staff Technology (Computers) ($15/mo/ CPU lease rate)	Assumes $1,260 in year 1, $6660 in year 2, and $15,840 in year 3 for staff computers/laptops. Assumes staff technology to include a desktop computer or laptop for all staff including dual 17" monitors, keyboard, mouse, and power cord. Rate includes installation and 36-month replacement warranty. Assumption based on quote by Adobe Tech.
IT Support (Managed Care for Staff & Student Workstations x $10/mo)	Assumes $7,560 in year 1, $37,200 in year 2, and $66,600 for IT support services. Assumes managed care and network support for student and staff workstations. Includes 24/7 telephonic support and remote desktop assistance for computer hardware, software, and performance issues. Assumes a rate of $10/mo per workstation. This support and the cost of this support is viable and adequate for the target population. Assumptions based on quotes by Adobe Tech and Enterprise Technology Services
Office Technology & AV Equipment (Printers, Projectors, Routers, Switches, Networking)	Assumes $2,400 in year 2 and $4,800 in year 3 for Office Technology and AV Equipment. Assumes year 2 lease purchase of 2 HP LaserJet 4345MFP network printers, 6 NECM300W classroom projectors and screens, and 3 Cisco Aironet 300Mbps Wireless Ceiling Routers at a rate of $200 per month for 36 months ($7,200). Assumes repeat purchase in year 3. Quote includes delivery and installation. Assumptions based on quotes by Adobe Tech and Automated Environments.
Loan Repayment	Assumes $18,253.20 in years 1-3 to repay $50,000 startup loan. Assumes monthly payment of $15,021.10 per month for 36 months at 6.0% interest.

F. G. H. Repayment of Startup Loan, Assurance, and Consistency

F. As described in assumptions above, FPA's startup loan will be repaid with operational revenue over a 36-month term at 6% interest.
G. Revenue covers all expenditures with an average 10% balance year over year. If any adjustments or recalculations are necessary, FPA's Principals and Directors will oversee operational updates and financial fidelity to ensure expenditures do not exceed revenue.

	Year 1	Year 2	Year 3
Revenue	$577,922.29	$3,041,724.70	$5,506,066.35
Expenditures	$518,421.93	$2,806,381.55	$4,895,947.78
Balance	$59,500.35	$235,343.15	$610,118.57
% Balance	10%	8%	11%

Table C.5.3: Balance Summary for Years 1-3

H. All content in C.5 is consistent with the rest of the application package.

Authorized Representative and Charter Principal Resumes

Sterling Kellis

MIS • MBA • MAEd

[redacted]

PRIOR WORK EXPERIENCE

Assistant Dean of Technology | **3/17 – 11/18** | **University of Phoenix | Apollo Education Group**

- Oversaw the academic design, delivery and accreditation of a portfolio of IS&T courses for over 10,000 associate's, bachelor's, and master's degree-seeking students
- Served as the business and technology lead to develop Phoenix RedFlint, a UOPX brand extension offering hands-on, practical, business-ready technology training solutions to upskill professionals and bridge STEM skills gaps
- Served as liaison between curriculum partners, enterprise industry leaders, and IT certificate providers including Amazon, Adobe, Apple, Google, Microsoft, Pearson, McGraw Hill, WileyPlus, CompTIA, EC-Council, EMC, SAS, Pluralsight, and Lynda.com,
- Worked with SMEs, IDs, Sourcing, Finance, Assessment, Faculty, and Academic Support teams to design, revise, evaluate, and budget curriculum and resources for IS&T degree and certificate programs
- Aligned programmatic offerings to departmental, college, and university goals
- Monitored student learning outcomes using PowerBI for use in continuous program improvement
- Monitored student retention and enrollment trends to address program performance issues
- Worked with departmental leadership teams to improve enrollment and retention metrics
- Facilitated Faculty Coordination Meetings to gather feedback and take appropriate action on program improvements
- Oversaw the design, development, and instruction of short-burst training workshops in cybersecurity, data science, Tableau, Plotly, SAS, virtual reality, augmented reality, multimedia development, programming, project management, and lean startup
- Assisted marketing and PR departments in promoting IS&T offerings by writing articles for nationally syndicated magazines, participating in radio & TV interviews, speaking at conferences, and hosting regional events (Wired, KTAR, Facebook, AZCentral)
- Awarded the College of IS&T, School of Business, and College of Criminal Justice Executive Dean Award in August 2018

Executive Enrollment Representative | **6/14 – 3/17** | **University of Phoenix | Apollo Education Group**

- Enrolled over 500 degree seeking students in associate's, bachelor's, and master's degree programs
- Managed data and developed performance metrics which tracked and increased team performance
- Developed email campaign and deployment strategy which increased student reach & improved student response
- Received multiple quarterly recognition and above and beyond awards for performance and achievement
- Organized and managed tours of University of Phoenix's Data Center
- Organized and managed tours of University of Phoenix's RedFlint Experience Center

Education Specialist | **4/10 – 6/14** | **AES | Apollo Education Group**

- Worked with colleges, universities, and businesses to improve educational services
- Oversaw teams as a project manager and provided accountability reports to executive management
- Developed business plans to offer new educational products and services to potential clients
- Created and updated a shared-access website to host relevant business content for the department
- Participated in an advisory group to develop a new cloud-based learning platform for use by 350,000+ students
- Developed scalable training videos for students and faculty resulting in decreased departmental instructional costs
- Created presentations, graphics, and video trainings used to train 100s of employees throughout the country
- Advised and enrolled degree seeking students for associate's, bachelor's and master's degrees
- Led division in total new-student enrollments for our partner schools
- Led division in prospective student conversion percentage for our partner schools

Owner/Operator | **12/07 – 4/10** | **Compass Marketing**

- Managed operations for branches in Tempe, AZ; Portland, OR; and Fort Lauderdale, FL
- Oversaw hiring, development, and compensation of over 70 employees
- Brokered business to business client relationships with DirecTV, Qwest, Century Link, and ADT Home Security
- Provided technical training to technicians, sales reps, and account managers
- Managed escalated customer service issues in both English and Spanish
- Developed and implemented cross-marketing program for existing customers
- Developed and implemented customer-care program to improve customer retention
- Brokered sale of business, service accounts, and assets to private investors

Director of Operations | **01/04 – 12/07** | **Markham Marketing**

- Sold Dish Network and DirecTV Satellite television service to homeowners and businesses
- Provided Customer Service and technical support to existing customers
- Created office sales training manual
- Tripled annual sales revenue to $1.2 million
- Assisted with the development and management of company web site
- Trained phone center sales reps, outdoor sales reps, and technicians
- Planned and organized trade shows

BOARD AND LEADERSHIP EXPERIENCE

Board Member | **2/13 – Present** | **U-Turn Foundation**

Helped develop vision, mission, and core values to provide housing and counseling services to at-risk youth
Oversaw administrative procedures and monetary practices to ensure alignment with AZ state standards
Communicated with directors and supervisors to carry out organizational vision and mission
Facilitated public board meetings, created board meeting agendas, and updated meeting minutes
Oversaw organizational expansion to 3 group homes, 52 employees, 4 therapists, and 1 outpatient facility
Helped increase revenue from $1.8Million to $2.6Million in 2 years
Actively participated in and voted on matters that would affect organizational stakeholders

Board Member | **5/14 – 12/16** | **Focus Education Services**

Worked with businesses, charter schools, government leaders, and organizational stakeholders to identify education needs
Analyzed data to identify educational opportunities for target populations in AZ and NV
Developed goals to improve key performance indicators and student achievement
Fostered and expanded relationships with Principals, Superintendents, Deans, and community leaders
Brokered relationships with high tech businesses such as Adobe, Microsoft, and Dell
Collaborated with stakeholders to develop a startup plan for a career-focused, technology-based charter high school
Developed a comprehensive charter application for a career-focused, technology-based charter high school
Presented concepts and ideas for academic improvement to state leaders including AZ Superintendent
Evaluated third-party products for internal use such as curriculum, LMS, CMS, hardware, and software
Identified emerging trends, technologies, and IT certifications for a comprehensive academic systems plan
Collaborated with a team of educational and business professionals to develop ideas from concept to delivery

Board Member | **4/11 – 04/13** | **Excalibur Charter Schools**

Provided oversight for school curriculum and administrative procedures for 350+ students and 25+ staff members
Helped develop marketing and recruitment practices including the development of district websites
Facilitated public board meetings, created board meeting agendas, and updated meeting minutes
Communicated with directors, employees, accountants, lawyers, department directors, and auditors
Oversaw the creation and strategic implementation of a district budget
Oversaw administrative procedures, curriculum, and monetary practices
Submitted performance management reports to the AZ Department of Education and AZ Charter School Board
Rebranded district, high school, and elementary school to ensure alignment with organizational vision and mission
Integrated blended curriculum that reduced operating costs, increased enrollment, & increased revenue
Reversed a trend of 6 consecutive years of declining revenue and enrollment
Helped improve parent and teacher satisfaction rating by 40% (51% approval to 91% approval)
Implemented values-based teaching philosophy using Steven R. Covey's "Leader in Me" curriculum model

EDUCATION

University of Phoenix	12/16 - 11/18	Master of Information Systems
University of Phoenix	5/14 - 12/16	Master of Arts in Education/Administration and Supervision
University of Phoenix	7/11 - 3/13	Master of Business Administration
Brigham Young University	1/00 - 12/03	Bachelor of Arts Philosophy

ADDITIONAL QUALIFICATIONS, SKILLS, & ABILITITES

Fluent in conversational Spanish, pilot teacher for TALL (Technology Assisted Language Learning)
Proven business and administrative experience as an entrepreneur, director of operations, board member, CEO, and school admin
Proven knowledge of business environments with experience analyzing financial statements, aligning business practices with vision and mission statements, and organizing and presenting data in live or virtual settings
Experience as a Technical hands on trainer including technical installation, software troubleshooting, and showroom instruction
Ability to motivate and work with others to accomplish goals and objectives
Evaluated as highly conceptual, analytic, and strategic by the Emergenetics International assessment
Ability to summarize and communicate project and research findings
Familiar with a variety of CRMs, databases, educational platforms, and software programs including Asana, PowerBI, Blackboard Ultra, Canvas, Trello, and Microsoft Forms and Quizzes
Skilled in Agile and Scrum Methodology
Results oriented work ethic with an ability to organize and independently manage various projects or processes simultaneously

**Note – In November 2018, I left University of Phoenix to plan and develop Freedom Preparatory Academy*

Brent M. Gardner

[redacted]

Professional Mission

To foster a community dedicated to student success by involving diverse stakeholders in a collaborative effort to help individual students develop the requisite skills to be successful in an everchanging world.

English/Spanish Bilingual

Education

Master of Educational Leadership – Arizona State University May 2016
Current Grade Point Average: 3.85

Bachelor of Arts, Secondary Education History – Arizona State University May 2012
Summa Cum Laude Grade Point Average: 3.97
Dean's List 2010 – 2012

Credentials

Arizona Principal Certification, K-12 Aug 2016
Arizona Standard Secondary Education, 6-12, History Jul 2015
Endorsement: Structured English Immersion K-12

Schoolwide Initiatives

Positive Behavioral Interventions and Supports (PBIS) Aug 2015 – Present
Led the process to successfully plan and implement a schoolwide behavior system including.

High School 101 July 2017 – Present
Collaborated with a team of teachers, administrators, and counselors to develop a course to support incoming freshmen academically and behaviorally as they transition to high school.

Social Emotional Learning Plan (SEL) July 2018 – Present
Planned and facilitated schoolwide lessons to promote social and emotional learning to foster a more positive environment for our students, faculty, staff, and community.

Leadership Experience

Assistant Principal
Red Mountain High School, Mesa, AZ 2017 – Present

- Lead team in implementing school-wide Positive Behavioral Supports and Interventions (PBIS)
- Design and facilitate professional development around student services (PBIS, SEL, etc.)
- Observe and assess classroom instruction using formal evaluation instrument
- Collect, analyze, and present school data related to discipline, academic performance, etc.
- Facilitate school-wide training on behavioral and academic supports and interventions

Academic Interventionist
Red Mountain High School, Mesa, AZ 2016 – 2017

- Prepare procedural flowchart for school credit checks and graduation progress assessments
- Develop and implement a Response to Intervention (RTI) system for at-risk students
- Coordinate schoolwide weekly tutoring program with teachers, students and community
- Analyze student achievement data to identify student needs and develop intervention plans
- Communicate intervention systems and progress with various stakeholders

Teaching Experience

Teacher, **History, grades 9-12**

Red Mountain High School, Mesa, Arizona 2012 – 2016

- Manage student behavior to build an optimal learning environment
- Create engaging, relevant, and appropriate social studies curriculum
- Assess educational progress of 150 students in correspondence to state standards
- Differentiate learning materials and instruction to meet individual academic needs

Assistant Coach, **Track and Field, grades 9-12**

Red Mountain High School, Mesa, Arizona 2012 – 2017

- Asses student athlete progress and performance to provide individual feedback
- Develop practice plans/routines to increase athletic abilities of all athletes
- Facilitate various activities to engage the community and recognize student achievements
- Provide appropriate supervision to ensure student safety and general well-being

Additional Leadership Roles

PBIS Facilitator 2015 – 2016

- Form and lead a team in planning for school-wide implementation of PBIS
- Collect and analyze data related to behavioral issues and disciplinary action
- Plan and present professional development in PBIS strategies
- Organize and lead bi-weekly planning meetings for PBIS implementation
- Coordinate with administrators for allocation of funds and resources

Civic Engagement Coordinator 2012 – Present

- Gather and assess data related to civic engagement and service learning
- Plan travel to Annual Excellence in Civic Engagement Process
- Prepare application for recognition in Excellence in Civic Engagement

U.S. History PLC Leader 2015 – 2016

- Collaborate with PLC team to develop online curriculum
- Direct teachers in developing team goals and tracking progress
- Share achievement data to track attainment of performance objectives

Committee Involvement

2020 Professional Development Planning Committee
Academic Intervention Team
High School 101 – Freshmen Support Team
PBIS Team
Technology Committee
Safety Committee
School Improvement Committee
School Improvement Advisory Council