

APPENDIX B

Submitted Application

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



The header features the Arizona State Board for Charter Schools logo on the left, which includes the state seal and the text "Arizona State Board for Charter Schools". On the right is the "AZ.GOV" logo with the tagline "Arizona's Official Web Site". Below the header is a navigation bar with links: Login/Register, Search, Help, Contact Us, File Complaint, Go to ADE Website, and Go to ASBCS Website.

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

Tim Boykin 09/06/2019

Title Page

Applicant Name

Scholars Academy Sunnyslope

Charter School Name

Scholars Academy Sunnyslope

Authorized Representative

- Tim Boykin
 - Email: [REDACTED]

Authorized Representative Mailing Address

8840 North 43rd Avenue
Glendale, AZ 85302

County

Maricopa

Day Time Phone

623-249-3211

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

- Elaine Baldridge
 - Email: [REDACTED]
- Jason Romero
 - Email: [REDACTED]

- Tim Boykin
 - Email: [REDACTED]

School Governing Body

- Tim Boykin (Community)
- Jason Romero (Community)
- Elaine Baldridge (Community)

Target Population**Mission Statement**

Empower all scholars to succeed in college and 21st century careers by providing strategic academics, supporting student needs, engaging family members, building community partnerships, and developing exceptional educators.

Grades Served

- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

Enrollment Cap

450

Grades Served Year 1

K-6

Projected Enrollment Cap Year 1

250

Grades Served Year 2

K-7

Projected Enrollment Cap Year 2

300

Grades Served Year 3

K-8

Projected Enrollment Cap Year 3

350

School Calendar

- Standard

Instructional Days

180

Target Start Date

08/03/2020

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
No documents were uploaded.

A.4. School Calendar and Weekly Schedule

 [Download File](#) – Actual Calendar

 [Download File](#) – Calendar Narrative Revised

A.5. Academic Systems Plan

 [Download File](#) – Academic Systems Plan Revised

A.6. Instructional Analysis

 [Download File](#) – Instructional Analysis Revised K-2

 [Download File](#) – Instructional Analysis 3-5 Revised

 [Download File](#) – Instructional Analysis 6-8 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 – Approved Bylaws](#)
- |  [Download File – Articles of Incorporation](#)
- |  [Download File – Signed Board Minutes](#)
- |  [Download File – Applicant Entity Narrative Revised](#)
- |  [Download File – Organization Chart Revised](#)

B.2. School Governing Body – [Download File](#)

B.3. Management & Operation

- |  [Download File – Management and Operation Revised](#)

B.3.1. Education Service Providers

No documents were uploaded.

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 – Building Layouts](#)
- |  [Download File – Facility Narrative](#)
- |  [Download File – Location Descriptions](#)

C.2. Marketing and Student Enrollment – [Download File](#)

C.3. Personnel – [Download File](#)

C.4. Start Up Budget

- |  [Download File – Startup Budget Assumptions Revised](#)
- |  [Download File – Startup Budget Revised](#)

C.5. Three Year Operational Budget

- |  [Download File – Revenue Calculator](#)
- |  [Download File – Three Year Budget Assumptions Revised](#)
- |  [Download File – Three Year Budget Revised](#)

Additional Information

Additional Information

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

Educational Plan

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

A.1

Educational Philosophy

A.1 Educational Philosophy

The philosophical approach of Scholars Academy Sunnyslope is based upon a desire to increase and sustain academic achievement for the students in the Sunnyslope region. Scholars Academy is a Core Knowledge school and will integrate this curriculum sequence into its instructional framework. The combination of this academic initiative, explained further in the Program of Instruction, and the philosophical approach of the school are central to the school's vision, mission and values. The educational philosophy is the foundational core of the day-to-day operations of Scholars Academy and is the basis upon which the school's Program of Instruction is built and sustained.

A. Philosophical Approach to Student Achievement

Core Beliefs

Scholars Academy's educational philosophy is based on the following four core beliefs:

1. All students can learn when their basic needs are met.
2. Successful outcomes start with strong leaders and teachers.
3. Parent involvement is critical to student achievement.
4. Quality education enhances communities.

1. Meeting the Basic Needs of Students

We believe that in order for students to come to school ready to learn, their basic needs must first be met. A goal of Scholars Academy is to combat the cycle of poverty in the lives of students in our target community by helping to meet their basic needs. Basic needs can include, but are not limited to: clothing, shoes, hygiene items/toiletries, access to healthy food/drink, as well as various supports and services for students who express negative effects, or "toxic stress" due to adverse circumstances that may exist their home environment.¹ As evidenced in the Target Population section, a large number of students in the community where Scholars Academy will be situated live in poverty. Students from low-income communities often face the daunting challenges of difficult home lives, compounded by high crime and poverty rates. These students are expected to come to school ready to learn, however many struggle to concentrate and perform based on the effects of a dysfunctional home environment, homelessness, abuse, hunger or lack of other basic needs.

According to Eric Jensen's book, *Teaching with Poverty in Mind*, the most significant risk factors affecting children raised in poverty include: emotional & social challenges, acute & chronic stressors, cognitive lags and health & safety issues. These factors have a significant impact on school achievement outcomes for affected children.²

¹ The Core Knowledge Blog: *Student Achievement, Poverty and "Toxic Stress"*
<http://blog.coreknowledge.org/2012/01/04/student-achievement-poverty-and-toxic-stress/>

² Jensen, Eric. *Teaching with Poverty in Mind*. Chapter two.
<http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx>

School Achievement Outcomes for Children Living in Poverty

- “The most critical effect of child poverty in the classroom is what some researchers call school un-readiness, or the condition of 40% of American children who are not prepared for primary schooling.”
- School un-readiness has lasting effects that extends well beyond kindergarten; in fact, “more than one-third of children from low-income communities enter formal kindergarten classes already behind their peers and by fourth grade, more than 50% of these children will not meet the standard for reading proficiency.”
- “Students in schools with more than 50 percent of their students eligible for free or reduced-price lunch had a lower average score than students in schools with a quarter or fewer of their students eligible for the program.”

It is the desire of the school leaders and the board that, for every child who enters the doors of Scholars Academy - by working in close partnership with families and staff - we are able to adequately assess the unmet needs of our students and have the resources available to meet those needs. Scholars Academy will provide qualifying students with free breakfast, lunch and snacks – based on state metrics for free/reduced meals. We will partner with multiple state and non-profit organizations that exist to serve and support schools with high-need populations by providing them access to local health, wellness, hygiene and nutritional resources at little or no cost. Scholars Academy will have a limited amount of resources and supplies on-hand at the campus; otherwise, our Dean of Students will facilitate the referral process for identified families to access needed resources and/or services. During Scholars Academy hosted events (e.g. open house/orientations, monthly Parent Connect events) we may ask community organizations to attend so they can directly provide information regarding their services to our families.

Examples of such organizations include the AZ Department of Public Health’s SNACK Program (Safety, Nutrition, Activity and Care for Kids), which provide services to local communities and schools with their ‘Helping Kids Eat Healthier & Move More’ and ‘Access to Health & Services’ campaigns.³ Another potential partner is Kitchen on the Street, which provides identified students with “Bags of Hope” –food bags to take home with them on weekends and school breaks to ensure that they eat at home during these times.⁴ Through the efforts of our Dean of Students, Scholars Academy will secure access to designated resources for this purpose by establishing partnerships with these and other local organizations dedicated to meeting the needs of students in high need areas. By developing trusting relationships with our families, Scholars Academy will work to assist in meeting the unique needs and challenges our students and families may face, as they arise.

Beyond meeting basic needs, Scholars Academy will create a culture among its leadership team and staff that provides students with other essentials such as love and nurturing, as well as a

³AZ Department of Public Health’s SNACK Program
<http://www.maricopa.gov/PublicHealth/programs/snack/>

⁴Kitchen on the Street - Schools
<http://www.kitchenonthestreet.org/schools/>

safe and well-managed learning environment, while maintaining routines, structure and high academic and behavioral expectations for all students. Scholars Academy will use an approach to classroom management that emphasizes building teacher/student and teacher/parent relationships, as well as managing disruptive students.

2. Transformative Leaders & Teachers: Driving Factors for Success

We believe that all successful academic outcomes for students start with effective school leadership and stem from effective instructional practices. We as leaders and teachers have a significant impact on student achievement – school leaders second only to classroom teachers. According to the research article “How Leadership Influences Student Learning” it was concluded there are three basic ways that highly effective leaders achieve a transformative, educational impact:

- Setting directions – Charting a clear course that everyone understands, establishing high expectations and using data to track progress and performance.
- Developing people – Providing teachers and others in the system with the necessary support and training to succeed.
- Making the organization work – Ensuring that the entire range of conditions and incentives in districts and schools fully supports rather than inhibits teaching and learning.⁵

At the core of effective leadership, however, is the belief that all children - despite their socio-economic status or circumstances in life - are entitled to a high-quality education and are able to learn and succeed academically. Scholars Academy will operate under the philosophy that all children are capable of success, without exception. Scholars Academy will endeavor to recruit and retain teaching professionals who share this operating philosophy. The teachers of Scholars Academy will make data-driven decisions to address and close the achievement gap between students in Sunnyslope and their more affluent peers in other areas of Arizona. This belief is at the forefront of the mission, vision and goals established and set forth by the founding leadership team of Scholars Academy.

We approach teaching and learning with the lens of a growth mindset as opposed to a fixed mindset. In the 2006 book *Mindset: The New Psychology of Success*, Stanford Professor Carol Dweck distinguishes two extremes of the mindsets people tend to have about their basic qualities:

- In a fixed mindset, “your qualities are carved in stone.” Whatever skills, talents, and capabilities you have are predetermined and finite. Whatever you lack, you will continue to lack. This fixed mindset applies not just to your own qualities, but to the qualities of others.

⁵Leithwood et al. *How Leadership Influences Student Learning*.

<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning-Executive-Summary.pdf>

- In a growth mindset, “your basic qualities are things you can cultivate through your efforts...everyone can change and grow through application and experience.” Qualities like intelligence are a starting point, but success comes as a result of effort, learning, and persistence.⁶

The distinction between fixed and growth mindsets has tremendous implications — as individuals and organizations — for how we address the growing pressures around us. Scholars Academy recognizes the weighted impact that teachers have in driving student achievement, especially in low-SES communities. We have developed a strategic plan to hire, develop and retain the highest quality teaching staff. They will all be expected to align themselves to the mission, vision, and values of Scholars Academy. Realizing that teachers may be at various levels of competency based on their professional experience, all teachers will be provided with continuous, ongoing training in the areas of curriculum, instruction, assessment and data analysis. Through professional development all staff will engage in professional growth that furthers their capacity to increase student achievement.

3. Parent Involvement Increases Student Achievement

The National Coalition for Parent Involvement in Education cites that:

“When schools and families work together to support learning: students do better in school and in life, parents become empowered, teacher morale improves, schools get better and communities grow stronger.”

Positive correlations between student achievement and parent involvement include: higher likelihood of graduating and moving on to post-secondary education, better attendance, higher grades earned, higher test scores achieved, increased confidence in participating in rigorous courses, and better social/behavioral skills.⁷

Additionally, a recent study by the Southwest Education Development Laboratory discovered that “all parents, regardless of education, socio-economic status or cultural background want to support their children’s schools and help their children succeed.” Scholars Academy believes that we must give local families the opportunity to be engaged in the learning process with their children. There are several strategies we will emphasize and as a result we will seek to provide the following opportunities:

- Parenting skills
- Communications
- Servant Leadership/volunteering (school or community based with students)
- Independent Learning (home based)
- Decision-making

⁶ Harvard Business Review.

<http://blogs.hbr.org/2010/11/do-you-have-a-growth-mindset/>

⁷ National Coalition for Parent Involvement in Education

<http://www.ncpie.org/>

- Community Collaboration⁸

Research suggests that rates of parental involvement and engagement in low-income communities are lower than in more affluent schools. Low-income students whose parents are less involved are at a disadvantage academically because they lack the critical supports at home. This lack of parental engagement in low-SES communities can be attributed to both parent-related barriers and teacher-related barriers. Parent-related barriers can include a limited education or apprehension with participating in school related activities. Teacher-related barriers may include a lack of motivation and efficacy. Because so much of positive parent engagement is teacher-driven, as part of our process of developing exceptional teachers, we will emphasize and examine the following strategies, provided by the Arizona Charter Schools Association's Center for Student Achievement⁹, in determining a teacher's ability to engage families:

1. Teacher possesses beliefs and mindsets to effectively engage families (values & respects families; sees them as important partners in supporting student learning; sees family engagement as part of core role and responsibility and works to increase effectiveness).
2. Teacher & families have trusting relationships (teacher invites family engagement; maintains positive relationships and accessibility throughout the year; understands and honors families' strengths, needs, preferences, etc.).
3. Teacher effectively communicates academic information and progress to support student learning (collaborates with families to set goals and high expectations for student achievement and long-term success; regularly shares data; helps families support and monitor student learning).

Scholars Academy will ensure all staff members build strong and trusting relationships with our families and students, in cooperation with other members of the leadership team. The founding team will obtain feedback from parents throughout the planning and development of Scholars Academy, in an effort to empower our parents to be our greatest advocates.

Scholars Academy will work strategically to engage, educate and empower parents in the following ways:

- Home visits
- School orientations (Including open houses and curriculum nights)
- Communications on a daily and weekly basis (print and web)
- Family night events (potlucks and performances)
- Parent University workshops and trainings
- College tours

4. Catalyst for Enhancing the Community

⁸ Zimmerman, Jennifer. *Parental Involvement in Low Socio-Economic Schools*.

<http://everydaylife.globalpost.com/parental-involvement-low-socioeconomic-schools-2471.html>

⁹ AZCSA's Center for Student Achievement

The founding team of Scholars Academy acknowledges the powerful correlation that exists between high-quality education and opportunities in life. We believe that through leveling the educational landscape, and providing high quality educational opportunities to low-SES populations in the greater Phoenix area, we can be a catalyst for positive transformation in education for the State of Arizona. By investing academically in students we will increase the likelihood that they will pursue a college degree, return to their communities and become significant contributors to their community.

There is a large body of research that supports the positive effect a high-quality education can have on an individual, a local community and the larger community.

Effect on the Individual:

- Increased employment and earnings
- Improved physical and mental health (reduced disease rates, reduced destructive habits, increased positive activities)

Effect on the Local Community:

- Correlation between higher test scores and higher property values
- Increase in property, business and state tax revenues
- The higher the level of education, the lower the crime rate in all categories
- Increased voter/election participation, increased participation in community arts, music, drama and cultural events
- Increased newspaper readership and acceptance of free speech

Effect on Larger Community

- Higher income, sales and property taxes
- Higher contributions to social support programs
- Lower rates of participation in social welfare programs
- Greater productivity and competitiveness supports greater economic growth¹⁰

As part of our distinctive community plan and in order to fulfill the mission of Scholars Academy, strong bonds between the school and its target community must exist. Considering the unique challenges outlined in this area, community-school partnerships are essential. These partnerships can serve to combat obstacles students may face by specifically addressing such challenges. Addressing such challenges together can lead to improved educational outcomes. Community partnerships will include: churches, civic groups, business leaders and parenting groups.

¹⁰ The Impact of Educational Quality on the Community.
http://www.rand.org/content/dam/rand/pubs/document_briefings/2008/RAND_DB562.pdf

Scholars Academy has and will continue to develop partnerships with leading organizations in and around its target location in order to establish and maintain close bonds between the school and its community.

B. Principles Fundamental to Program of Instruction

In addition to its Educational Philosophy, Scholars Academy is propelled and motivated by well-rounded vision and mission statements which are well-suited to our specific target population:

Vision

Scholars Academy will serve as a catalyst to enhance the community through quality education.

Mission

Scholars Academy will empower all scholars to succeed in college and 21st century careers by providing strategic academics, supporting student needs, engaging family members, building community partnerships, and developing exceptional educators.

Core Values

Scholars Academy has adopted the following core values that are the fundamental basis for the high standards and expectations held by Scholars Academy:

- Personal Integrity
- Positive Relationships
- Professional Standards
- Data-Driven Decisions
- Experiential Learning
- Servant Leadership

Scholars Academy will place a strong emphasis on the following principles, which are intentionally designed to ensure that our vision, mission and values are realized in our target location in Sunnyslope. The following principles are central to our Program of Instruction and are expounded upon in further detail below:

- Character Development
- 21st Century College and Career Emphasis
- Experiential Learning Opportunities / Service Learning Experiences
- Acceleration and Remediation Support Systems
- Language supports
- High-quality Out-of-School Programming
- Character Development

Scholars Academy believes that putting an emphasis on developing character or virtues – human excellence – sets the foundation for a purposeful, productive, meaningful and fulfilling life - which will ultimately contribute to a just, compassionate and flourishing society.

*"Character education takes deliberate steps to cultivate moral and intellectual virtues through every phase of school life—the example of adults, the relationships among peers, the handling of discipline, the resolution of conflict, the content of the curriculum, the process of instruction, the rigor of academic standards, the environment of the school, the conduct of extracurricular activities, and the involvement of parents. Everything that happens in the life of the school is character education, because everything affects character."*¹¹

Scholars Academy will develop positive character traits in the daily lives of our students, both performance-based and moral-based, that will be modeled, studied, reflected upon, upheld, celebrated and continually practiced at Scholars Academy. A unique character trait will be introduced at the beginning of each month, and will be emphasized and explicitly discussed at the start of each school day. Character traits may include both performance-based traits (effort, diligence, perseverance, patience, responsibility, respect, courage, grit, self-control, curiosity) and moral-based traits (justice, generosity, honesty, compassion, fairness, integrity, optimism, gratitude).¹²

College and 21st Century Career Focus

In communities with low socio-economic conditions and high poverty rates, aspiring to achieve a college education may seem unrealistic to many families. Scholars Academy will build a culture which values and believes that all children can go as far as they dream to go and achieve at a significant level. The college-going culture at Scholars Academy will instill the belief in the importance of post-secondary education and help students and parents recognize the strong connection between higher education and opportunities in life. At the heart of our mission, Scholars Academy will set students on a trajectory for post-secondary education.

21st Century skills that will set up our students for success, which will be embodied in our culture and imbedded in our practices at Scholars Academy, fall into three categories:

- Learning and innovation skills: Critical thinking/problem solving, communication and collaboration, creativity and innovation
- Digital literacy skills: Information literacy, media literacy, information/communication technologies literacy
- Career and life skills: Flexibility and adaptability, initiative and self-direction, social and cross cultural interaction, productivity and accountability, leadership and responsibility¹³

¹¹ What is Character Education?
<http://www2.cortland.edu/dotAsset/279645>.

¹² Tough, Paul. *How Children Succeed*. Mariner Books. ©2013

¹³ Trilling, Bernie. *21st Century Skills*. © 2009. Jossey-Bass, San Francisco.

Annually, we will take middle school students and their parents on college tours to various community colleges, and state-based universities connected to student interests. Our intention is to educate families on the specific steps and requirements involved in the college admission process and to inform students of the many options available to them in furthering their education. Additionally, we will embed college bound language within the daily interactions and communications of our campus (e.g. morning announcements, parent publications, teacher/student interactions, teacher/parent interactions, guest speakers, career days) and display college-themed artifacts in highly visible areas throughout the campus.

Experiential Learning Opportunities / Service Learning Experiences

The founders of Scholars Academy have firsthand experience with experiential and service learning models and understand how powerfully effective and dramatically impactful this type of learning can be for students of all ages. It enables students to take newly learned knowledge from their classrooms and practically apply and synthesize that knowledge in real-world contexts. Thus, this helps students build important connections as to why their learning is valuable and relevant in real life – demonstrating a strong correlation between College and 21st Century career focus and experiential learning practices at Scholars Academy.

According to the University of Colorado-Denver's Experiential Learning Center, "Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting...Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills."¹⁴

The Center lists the following elements as experiential learning:

1. Reflection, critical analysis and synthesis
2. Opportunities for students to take initiative, make decisions, and be accountable for the results
3. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically
4. A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes"

Experiential learning opportunities will be built into both the academic day as well as during after school programming in the form of clubs. Experiential, project-based activities may include agricultural gardening, engineering, home-economics, small business ventures and other skill and content specific topics. Experiential learning may also include campus presentations from visiting experts in related fields of study as well as related field trips.

¹⁴ University of Colorado-Denver: Experiential Learning Center
<http://www.ucdenver.edu/life/services/ExperientialLearning/about/Pages/WhatisExperientialLearning.aspx>

As an extension, service learning simply enables students to give back to their community and serve others in meaningful ways. Thus, the practice of service learning has a positive impact in the community being served and also embodies our core value of Servant Leadership.

Acceleration and Remediation Support Systems

There is a high rate of students requiring special education services in Sunnyslope (see Figure 10 in Target Population section). Built into each academic day at Scholars Academy is both a reading and math acceleration period, which has been designed to provide time for both remediation support and acceleration opportunities with experiential learning activities. During these periods, students requiring additional support and interventions will work in small groups with the SPED instructor, in accordance with Scholars Academy's RTI model. Initially, Scholars Academy will contract with a Special Education provider to help meet the needs of the campus. This person will also serve as the highly-qualified special educator who will provide the additional academic support based on the RTI model adopted by Scholars Academy (outlined in the Program of Instruction section). Based on our initial enrollment and the corresponding number of identified students requiring services, we will adjust the SPED staffing accordingly. We will utilize our partnership with the Center for Student Achievement to assist in the development and implementation of the RTI program.

Students who demonstrate mastery levels in their content area standards and are ready for an extension to their learning will be given experiential learning opportunities where they can practically apply their new learning in tangible, productive ways.

Language Supports

Many students in the target community of Sunnyslope do not speak English as their primary language. Scholars Academy projects a 75% Hispanic/Latino population; therefore it is likely that we will have one or more Structured English Immersion (SEI) classrooms. Scholars Academy will hire teachers with Structured English Immersion (SEI) endorsements and provide additional training for them in English Language Development (ELD) instruction. We will recruit educators with bi-lingual skills and the professional experience necessary to effectively instruct ELL students. Scholars Academy will administer the state's AZELLA assessment to students (based on PHLOTE responses), and based on data collected from that assessment, we will group our SEI classrooms accordingly. Teachers with ELD classrooms will receive explicit training from our contracted ELL Coordinator and outside agencies, to further equip them to teach as required to raise English language proficiency levels of our ELL students. A real benefit to our teachers is found in our language arts curriculum, CKLA, which provides supplementary resources for non-English speaking students. Scholars Academy will include these resources within a larger, comprehensive language development program, as will be developed by our contracted ELL Coordinator during the start-up phase of the school.

Future staff will be required to have some level of Spanish competency to assist in better serving the students and families. This is a critically important component in successfully engaging both family and community members.

High-quality Out-of-School Programming

Scholars Academy will provide its students with high-quality before and after school programming, maintaining the quality standards set forth by the Arizona Center for Afterschool Excellence¹⁵. The before and after school program will be a self-sustaining, fee-based option for parents. The small weekly fee will cover staffing and supply related expenses. This program will be designed to provide a meaningful extension to our students' academic day and will include: homework help, tutoring services, educational enrichment activities, cultural and social development activities, recreation, leadership and character development, college and career preparation and fine arts experiences in a well-managed and safe educational environment.

¹⁵ Expect More Arizona. *School's Out, Make it Count: Arizona Quality Standards for Out-of-School Time Programs*. <http://www.expectmorearizona.org/blog/2013/09/25/schools-make-count-arizona-quality-standards-school-time-programs/>

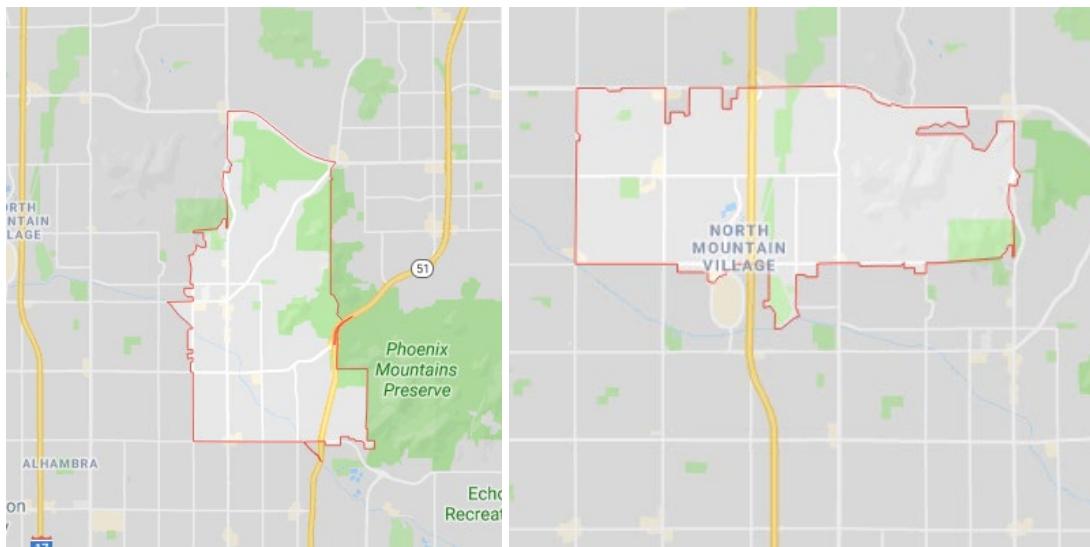
A.2

Target Population

A.2 Target Population

Scholars Academy Sunnyslope will serve students in kindergarten through eighth grades in the Sunnyslope community which includes zip code 85020 (1a) and 85029 (1b), and covers over 10 sq. miles.

Figures 1a and 1b



Geographically, the zip codes of 85020 and 85029 encompass an area commonly referred to as Sunnyslope.¹ This highly diversified community is part of Phoenix and is comprised of varied types of residencies, specialty shops, small businesses, museums, libraries, as well as various schools, parks, and social services. Scholars Academy Sunnyslope is interested in serving families in the northern half of 85020 and the eastern half of 85029. This area is represented by the boundaries of Northern Avenue/16th street, north to Cave Creek/16th street, west to Cactus/I-17, south to Northern/I-17, and back to the original corner.

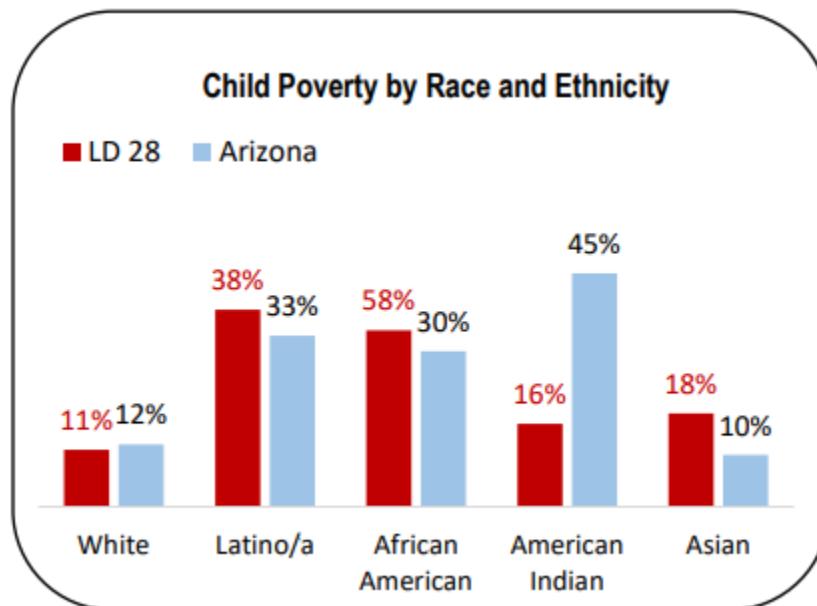
A. Description of Target Population

General Demographics of the Target Region

The community of Sunnyslope, as identified in this application, is predominantly located in legislative district 28. According to the Children's Action Alliance 38% of Latinos live in poverty (5% higher than state average), 58% of African Americans live in poverty (28% higher than the state average, and 18% of Asians live in poverty (8% higher than the state average).² The legislative district is diverse with regards to income. The eastern half of this district is the highly affluent Paradise Valley community. The western half of this district is the Sunnyslope region that will house Scholars Academy Sunnyslope. All efforts will be made to include data specific to

this community only. The poverty numbers reflect the strong need for a school that provides academic rigor and an emphasis on the social/emotional well-being of the local families.

Figure 2 (Legislative District 28)



This target neighborhood is primarily serviced by the Washington Elementary school district. However, for the purposes of the Scholars Academy Sunnyslope application and to maintain alignment among all of the sections, we have selected and compiled data from five (5) comparable areas schools in close proximity to our target location. There are two charter schools that are not included in this report due to one having a significantly lower enrollment than the existing schools and another school that is Montessori based and as a result does not align to the program of instruction to be provided by Scholars Academy Sunnyslope. In both cases, these schools are "B" rated schools. However, the existing district schools in the area are included due to a common instructional model and enrollment size.

The schools include are Royal Palm Middle School, Richard E. Miller elementary, Mountain View Elementary, Sunnyslope Elementary, and Desert View Elementary.

Using the percentage of students qualifying for free and reduced lunch as an indicator of poverty, the data from each district reflects a high rate of poverty for students residing in this community. All of these schools have free/reduced lunch percentages well over the state average of 57%. The breakdown of six local school percentages, according to statistics retrieved from the Arizona Charter Schools Association's Education Evaluator, are in Figure 3.³

Figure 3
Free Reduced Lunch Demographics

Royal Palm Middle School	99%
Richard E. Miller Elementary	99%
Mountain View Elementary	99%
Sunnyslope Elementary	99%
Desert View Elementary	99%

Local Crime

According to national averages, the 85020 zip code has a violent crime rate of 49.7 and this is more than twice the national average of 22.7. The property crime rate is 62.6 and this too is nearly twice the national average of 35.4. The 85029 zip code has a violent crime rate of 55.9 and a property crime rate of 67.0. The crime statistics for this zip code are slightly higher.⁴

Educational Indicators/Academic Results

In the most recent testing season all five schools received a report card from the state of a “C” or a “D.” In addition, all five schools scored significantly lower than the state average in AZ Merit ELA and AZ Merit Math. The score and percentages below reflect a need for a school that address poverty but remain focused on the growth and proficiency scores for all students. The program of instruction will identify the plan to address the academic needs and improve the results listed below:⁵

Figure 4
Accountability System

Arizona's A-F Letter Grade Accountability System			
<u>School</u>	<u>2017-18 Grade</u>	<u>2017-18 AZM ELA</u>	<u>2017-2018 AZM Math</u>
Royal Palm Middle School	C	25%	27%
Richard E. Miller Elementary	D	30%	27%
Mountain View Elementary	D	18%	13%
Sunnyslope Elementary	C	26%	31%
Desert View Elementary	C	28%	24%

Local Community Challenges and Language & SPED Services

In addition to the community and academic challenges outlined above, this learning community is confronted with high rates of special education and English Language Learner populations. Taking into consideration the other factors and demographic data previously addressed, the high proportion of students with special and language needs compounds the educational needs of the community.

Community Health Concerns

According to the American Academy of Pediatrics entitled, *Poverty Threatens Health of U.S. Children*, “Poor children have...more frequent and severe chronic diseases such as asthma; poorer nutrition and growth; less access to quality health care; lower immunization rates; and increased obesity and its complications.” It can be safely presumed that dental care and hygiene may pose health problems for affected children as well. In addition to the physical, emotional, behavioral and cognitive impact poverty has on children - there are frightening and compelling statistics on school achievement outcomes for children living in poverty - as outlined in the Educational Philosophy section.

B. Meeting the Needs of Target Populations

Based on the demographic research conducted for zip codes 85020/85029 and the corresponding evidence collected, Scholars Academy Sunnyslope has identified the following ways in which we can begin to address the needs of our target population:

- Effective Early Childhood Education
- Special Education and ELL Services
- Staff training specific to low-SES populations
- Increased instructional hours
- High-quality out-of-school programming

Effective Early Childhood Education

Scholars Academy Sunnyslope believes that quality educational experiences should begin with Arizona’s youngest students. Because of the impact children experience from adverse factors such as poverty and the associated health risks and consequences, there is a high need for effective early childhood education and interventions that can prevent young students in this community from falling further behind. Scholars Academy Sunnyslope will work to close the achievement gap evidenced in high-need communities starting with their youngest students. It is our desire that every young child who enters kindergarten be well prepared for academic success.

Scholars Academy Sunnyslope will identify and connect with local families with preschool-aged children, as well as local area preschools, to facilitate an introduction to First Things First, an organization “committed to helping Arizona kids five and younger receive the quality education, healthcare and family support they need to arrive at school healthy and ready to succeed”. Through developing partnerships with organizations such as First Things First, Scholars Academy Sunnyslope can help facilitate, support and/or host trainings for local preschool providers and families in the community who may be providing in-home, unlicensed day care. These connections and efforts are critical in ensuring that our community’s youngest children are receiving high-quality educational services, in high-quality settings. Our hope is that this engagement will provide local area preschools and families with the opportunity to partner

with Scholars Academy Sunnyslope at a community level, to raise the bar in preparing children for Kindergarten.

SPED and ELL Services

Scholars Academy Sunnyslope anticipates 10-18% of their students will require special education services. We believe that a mainstream classroom inclusion model for SPED students is optimal whenever possible; however, homeroom teachers will collaborate closely with contracted Special Education teachers and other service providers to ensure our students' needs are being met. All staff will receive training to ensure compliance related to Special Education state and federal laws. The Principal and Dean will work with staff to create a process of interventions that are systematic, timely and directed. Identified students requiring services will be granted additional time and support in reaching their academic goals. The three-tiered RTI model that Scholars Academy Sunnyslope will use is designed to meet the needs of students who demonstrate learning below the level of proficiency (80%).

Many students in the target community do not speak English as their primary language. Scholars Academy Sunnyslope will hire Structured English Immersion (SEI) endorsed teachers with the background, skills and experience necessary to effectively instruct ELL students. *Core Knowledge Language Arts* curriculum includes supplementary resources for non-English speaking students. Scholars Academy Sunnyslope will include these resources into a larger, comprehensive language development program (as outlined in detail within both the Educational Philosophy and Program of Instruction sections). As part of our Specials class offerings, Scholars Academy Sunnyslope will provide weekly Spanish classes, which will emphasize a range of various cultural elements (e.g. Hispanic/Latino heritages around the world, corresponding geographical connections, food, customs, traditions, etc.). Students who have demonstrated English language proficiency by the 3rd grade will participate in weekly Spanish classes designed to teach them how to speak, read and write Spanish with an emphasis on grammatical accuracy and fluency.

Staff Training: Low-SES Populations

Scholars Academy Sunnyslope believes that it is important to meet our students where they are. One example may be that many students are not familiar with "academic vocabulary" used in an educational setting but instead may be accustomed to their everyday vocabulary used in the home and in other community settings. This gap in vocabulary could potentially create a barrier to effective learning in school. Thus, we want to train our staff to be aware and recognize barriers such as these, and provide instructional strategies to support closing any gaps which may adversely impact learning. As part of developing exceptional teachers, Scholars Academy Sunnyslope will provide teachers with tools and supports to help ensure success for all students. Examples of such tools may be training on how to develop students' Executive Functioning skills (a collection of higher-order mental abilities). According to the National Center for Learning Disabilities, Executive Functioning significantly affects learning. In both

school and at home, students are called on - all day, every day to self-regulate behavior. Executive function allows students to:

- Make plans
- Keep track of time and finish work on time
- Multi-task
- Meaningfully include past knowledge in discussions
- Evaluate ideas and reflect on their work
- Change their minds and make mid-course corrections while thinking, reading and writing
- Ask for help or seek more information when needed
- Engage in group dynamics
- Wait to speak until called on

Executive Functioning skills give students “the ability to deal with confusing and unpredictable situations and information.”⁷ With intentional, strategic training in this area, teachers at Scholars Academy Sunnyslope can drastically impact students’ educational outcomes and students can greatly benefit from such skills - both in school and in life.

Additionally, Scholars Academy Sunnyslope will invite existing community partners such as Heart for the City, who work with at-risk youth and families in this specific community, to speak to our staff about the realities many children and families face and potential issues we must be sensitive to and aware of. By providing our students with a safe, nurturing environment, we as a staff can collectively work to combat and alleviate any “toxic stress” that students may experience as a result of difficult life/home circumstances. As a staff, we can develop strategies to bridge any language, cultural, socio-economic or other barriers that may exist with the end goal of elevating our students’ academic achievement and success.

Increased Instructional Hours

Scholars Academy Sunnyslope will provide all of its students with an increased number of instructional hours per year than is required by the state, as shown in Figure 11. These additional instructional hours, at every grade level, are accounted for with lengthened reading/language arts and math blocks (see Calendar section), as well as reading and math “acceleration” periods, which is time build into the daily schedule for remediation and enrichment services, depending on the needs of the students. The school day will start at 8:00 a.m. and conclude at 3:30 p.m. with tutoring services and high-quality, fee-based after school programming provided until 5:30 p.m. There are provisions in the schedule to allow K-2 students to leave thirty minutes early each day in order to accommodate transportation needs and to assist with a safe dismissal process. However, in this event the school will still be providing a significant number of hours above and beyond the state requirement.

Figure 11

Hours of Core Instruction per Year

Grade Level	State Requirement	Scholars Academy Sunnyslope
Kindergarten	356	1047
First Grade	712	1047
Second Grade	712	1047
Third Grade	712	1047
Fourth Grade	890	1047
Fifth Grade	890	1047
Sixth Grade	890	1047
Seventh Grade	1000	1047
Eighth Grade	1000	1047

High-Quality Out-of-School Programming

Scholars Academy Sunnyslope will provide its students with high-quality before and after school programming, maintaining the quality standards set forth by the Arizona Center for Afterschool Excellence⁸. The before and after school program will be a self-sustaining, fee-based option for parents. The small weekly fee will cover staffing and supply-related expenses. This program will be designed to provide a meaningful extension to our students' academic day and will include: homework help, tutoring services, educational enrichment activities, cultural and social development activities, recreation, leadership and character development, college and career preparation and fine arts experiences - in a well-managed and safe educational environment.

C. Class Size and Ratios

The ideal class size at Scholars Academy Sunnyslope will be 22, with a maximum number of students per class capped at 25. This will ensure that students benefit from being in a classroom where the teacher can address individual student needs and manage the group effectively (i.e. differentiation). The maximum student/teacher ratio will be 25:1, with the likelihood that teachers will have additional access and support from an instructional aide. Extensive research conducted on the correlation between class size and student achievement suggests that students, particularly minority students, benefit from smaller class sizes and that the administrative demands on teachers is reduced with smaller class sizes – freeing them to focus on quality instruction. Thus, Scholars Academy Sunnyslope will strive to keep class sizes as low as possible, based upon enrollment numbers and budgetary considerations.

¹ Google Maps. (April 2019). Zip Code 85020 and Zip Code 85029. Retrieved from
<https://www.google.com/maps/place/Phoenix,+AZ+85020>
<https://www.google.com/maps/place/Phoenix,+AZ+85029>

² Children's Action Alliance. (January 2019). Legislative District 28. Retrieved from http://azchildren.org/wp-content/uploads/2019/01/2019-Fact-Sheet_LD28.pdf

³ Arizona Department of Education. (September 2018). Health and Nutrition Services. Retrieved from <http://www.azed.gov/hns/frp/>

⁴ Best Places (April 2019). Crime in Zip 85020. Retrieved from <https://www.bestplaces.net/crime/zip-code/arizona/phoenix/85020>

⁵ Arizona Department of Education. (April 2019). School Report Cards. Retrieved from <https://azreportcards.azed.gov/schools>

⁶ American Academy of Pediatrics. (November 2013). Poverty Threatens Health. Retrieved from <https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/Poverty-Threatens-Health-of-US-Children.aspx>

⁷ NCLD. *What is Executive Function?* Retrieved from <http://www.ncld.org/types-learning-disabilities/executive-function-disorders/what-is-executive-function>

⁸ Expect More Arizona. *School's Out, Make it Count: Arizona Quality Standards for Out-of-School Time Programs*. Retrieved from <http://www.expectmorearizona.org/blog/2013/09/25/schools-make-count-arizona-quality-standards-school-time-programs/>

A.3

Program of Instruction

A.3 Program of Instruction

A. Curriculum Overview

Scholars Academy Sunnyslope will utilize and develop a set of curriculum that aligns with Arizona College & Career Ready Standards (“ACCRS”) as well as *Core Knowledge* (“CK”), the foundational curriculum resources selected and designated by the founding team. By utilizing the curriculum resources selected to the fullest, we will provide students with an exceptionally rigorous and foundational knowledge base on which they will build upon from year to year. This exhaustive and well-rounded knowledge base, enhanced through the use of innovative technology resources, will serve students well as they rise to meet life’s challenges and succeed in 21st century college and job markets.

Scholars Academy is confident that by developing and selecting high quality curriculum materials and resources, coupled with effective instructional and assessment practices – we can excel in meeting the academic needs of the students we serve. The founding team has engaged in a thorough process of evaluating community needs in alignment with the school’s mission.

Core Knowledge Sequence

Scholars Academy will be considered a *Core Knowledge* school, meaning the basis of what is taught and learned will align with the *Core Knowledge Sequence*. According to the Core Knowledge Foundation:

“The Core Knowledge Sequence is a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science and the fine arts. As the core of a school’s curriculum, it is intended to provide a coherent, content specific foundation of learning, while allowing flexibility to meet local needs. The Core Knowledge Sequence is not meant to outline the whole of a school’s curriculum, but rather provide a coherently organized plan for content and skills instruction, while remaining flexible enough to not exclude locally determined or other required content and skills.”¹

The flexibility of the *Core Knowledge Sequence* is valued as we work to meet the unique academic needs of the target population. Scholars Academy’s School Principal and Campus Dean will work together to identify the established ACCRS for every grade level. These standards will be divided into grade, strand, and cluster to provide a clear understanding of the specific content being taught. Pacing guides and domain maps (unit plans) will be developed for each grade and subject area to provide additional detail and serve as the basis in discerning the curriculum needs of the school. Teachers will be provided with additional resources such as *Core Knowledge* planners and workbooks. All curriculum materials are vetted using a formalized process of criteria-based, pre-qualifying questions which examine factors such as: alignment to ACCRS and the *Core Knowledge Sequence*, consistency through grades, assessment materials, technology integration, record of success, publisher, and research based data measurements - as developed by the School Principal and Campus Dean. Teachers will use detailed domain maps/unit plans (in their particular grade level and subject area) to guide them in planning their lessons. They will select and incorporate ACCRS and *Core Knowledge*

objectives based on the subject material being taught. By grounding curriculum in the *Core Knowledge Sequence*, the curriculum will ensure alignment to Arizona College and Career Ready Standards, as the Core Knowledge Foundation was a consultant in the development of these standards.

Language Arts – Listening, Speaking, Reading, Writing

Scholars Academy will utilize the *Core Knowledge Language Arts* (“CKLA”) program to meet all language arts objectives in grades K-3. The categories in CKLA that are covered in the *Core Knowledge Sequence* include: Listening and Speaking, Reading, Writing, Language Conventions, Poetry, Fiction, Sayings and Phrases, Writing-Grammar-Usage, Speeches, Nonfiction, Drama and Foreign Phrases Commonly Used in English. This curriculum addresses every state and network qualifier, and is a proven resource in addressing the ACCRS. The supplementary curriculum for language arts will be CKLA supplemental for RTI Level 2 (5-10% of students) and Compass Learning Level 3 RTI (5% of students). Scholars Academy’s Response to Intervention (“RTI”) model is designed for those students who need it to receive extra support in order to help them achieve at the desired mastery level. These supplementary curricula will aid interventionists in re-teaching and re-assessing any specific standards that 5-10% of students may have trouble mastering during daily reading and math “acceleration” periods. There is an additional detailed description of Scholars Academy’s RTI model in the Methods of Instruction section below.

Mathematics

Scholars Academy will likely utilize My Math throughout all grades. We have determined that this curriculum best prepares students for achieving math objectives per the ACCRS based on metrics at schools within the charter network and the mapping of the pacing guides. The curriculum will be used for Level 1 RTI, and it has a unique feature that includes an intervention block that can be used for the Level 2 RTI as well. Level 3 RTI will be addressed using Compass Learning. Compass learning is a computer-based educational resource that is designed to identify students’ area(s) of deficiency by individual standard(s), and it creates tailored activities which are leveled for each student based on baseline measurements obtained through the quarterly benchmark assessments. These activities aid students through individualized skill-building aligned to student’s achievement levels for each standard.

This curriculum is a good fit for Scholars Academy because it supports our belief in the effectiveness of experiential learning and the impact that integrating technology in innovative ways has in engaging students throughout math instruction. My Math was selected for Scholars Academy in part because of the following qualities that align to the Educational Philosophy and it supports the goals of the Arizona College & Career Ready Standards for Mathematics. It relies upon research-based pedagogy focuses on classroom learning, discussion, and practice. It balances conceptual understanding, visual learning, and problem solving in the primary grades in the foundational topic areas of: *patterns & classification, numbers/number sense, money, computation of addition/subtraction/multiplication/division problems, fractions, decimals, measurement (linear, weight, capacity/volume, temperature, and time), geometry and solving equations*. Additionally, it balances conceptual understandings, visual learning, and problem solving for intermediate grades in the topic areas of: *pre-algebra, ratios, percent, proportion, probability and statistics, geometry and algebra*.

Science

Science Fusion was chosen as the likely curriculum program for science at all grade levels. It provides an excellent alignment to ACCRS and the Core Knowledge sequence. In addition, the incorporation of the STEM areas of technology and engineering with this curriculum best fulfill the experiential learning value emphasis embedded within the school's mission. According to publishers Houghton Mifflin Harcourt:

“*Science Fusion* is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace.”³

Science Fusion was selected for Scholars Academy in part because of the following qualities that align to the Educational Philosophy: Digital lessons, write-in student editions, and hands-on labs that deliver a holistic science experience based on inquiry and application. Hands-on activities, virtual labs, leveled readers and video-based projects that reinforce and enrich important primary and intermediate concepts in the topic areas of: *plants and plant growth, animals, the human body, magnetism, seasons and weather, taking care of the earth, living things and their environments, matter (properties of), electricity, astronomy, the earth (geographical features and inside), cycles in nature, insects, simple machines, light and optics, sound, ecology, chemistry, geology, meteorology, classifying living things, cell/plant structures and processes, life cycles and reproduction, plate tectonics, oceans, energy-heat-heat transfer, atomic structure, chemical bonds and reactions, genetics, history of earth and life forms, evolution, physics, electromagnetic radiation/light, and sound waves.*

Social Studies

Core Knowledge History & Geography was selected to teach key history and geography topics at every grade level and will be the curriculum resource utilized for all history and geography lessons. CK History & Geography provides a comprehensive, foundational knowledge in American and world history as well as geography. Beneficial features of this curriculum to support student learning include using age appropriate narrative style to support reading comprehension, noting and defining key vocabulary, and engaging students with high quality illustrations, maps, fine art and informational graphs.

Special Areas: P.E., Music, Fine Art, Spanish Culture/Language and Health

The leaders of Scholars Academy acknowledge the importance that special areas hold in providing the students with well-rounded and balanced learning opportunities. Scholars Academy will provide enriching special classes on a daily rotating schedule in the areas listed above. The unique difference will be that in addition to meeting the learning objectives contained in the state's guidelines for music, art, physical education, Spanish and health - select areas of art and music will be aligned with the *Core Knowledge Sequence*. Special area teachers will design their lessons to align with the historical content/topic/subjects students are learning in their classrooms. Thus, elements from the classroom will be integrated and infused within students' specials classes and will directly influence the artifacts and outcomes developed in these classes. In year 1 the school will employ one specials teacher and in years 2 and 3 that will increase to two. In the years that follow the school is expecting to employ 3 or 4 specials teachers.

The specials teacher in year 1 will be a Physical Education teacher. In years 2 and 3 the school will employ at Physical Education and Fine Art teacher. Core Knowledge emphasizes fine art in general. Thus, teachers will naturally include this as part of the weekly course of study. When the school begins to employ a full-time Fine Art teacher the general education classroom will still continue to provide an engaging and experiential lessons that utilize art and creativity. However, the inclusion of a Fine Art teacher in year 2 will result in a very dedicated art emphasis.

In year 1, the Campus Dean will dedicate 1.5 hours per day to assist the PE teacher in reaching every student daily. The breakdown of these hours, relative to his/her first year responsibilities, are further detailed in section C.3. It is expected that this arrangement will have no adverse impact on the Campus Dean's ability to fulfill obligations directly aligned to the Program of Instruction and the Instructional Analysis. However, the increased enrollment in year 2 will require the Campus Dean to be fully dedicated to his/her role and not participate in providing additional support to the Specials emphasis directly.

Character Development

Every interaction and action that transpires on the campus of a school has an impact on individual and collective character. Scholars Academy will develop positive character traits in the daily lives of the students that will be modeled, studied, reflected upon, upheld, celebrated and continually practiced at Scholars Academy. A unique character trait will be introduced at the beginning of each month, and will be emphasized and explicitly discussed at the start of each school day. Character traits may include both performance-based traits (effort, diligence, perseverance, patience, responsibility, respect, courage, grit, self-control, curiosity) and moral-based traits (justice, generosity, honesty, compassion, fairness, integrity, optimism, gratitude). Character development at Scholars Academy will be largely and holistically developed by teachers and based on introducing and defining the character trait, and reinforced by integrating authentic examples gleaned from content being learned in core subject areas. This may include historical figures - leaders and visionaries- citing examples in which they displayed strong character. Additionally, acknowledging and celebrating peer examples of good character will be discussed, role played and celebrated regularly to encourage and reinforce character in measurable and meaningful ways.

Supporting Special Education Students

SAS adopted a mission statement that focused on empowering "all" students. This will result in the school and the leaders ensuring all identified special education students receive a free and appropriate education. The budget and staffing accounts for a certified special education teacher and compliance specialist through a contracted vendor. The vendor chosen is a specialist in the field with first-hand involvement in the changing compliance landscape in Arizona. All staff and vendors will SAS will deliver instruction to identified students with special needs in the least restrictive environment (LRE) pursuant to such students' individual education plans (IEPs). The chosen curriculum for all students, including the special education students, is included in the resources available to all staff. When necessary the SPED team will augment the resources to align to the specific IEP requirements since each student will have a specialized plan.

English Language Learners

SAS anticipates and is excited to work with English Language Learners. The demographic studies of the Sunnyslope area reveal a significantly higher percentage of ELL students compared to the state and other surrounding communities. This is articulated specifically in the Target Population section of the application. SAS will hire teachers with Structured English Immersion (SEI) endorsements and provide periodic development in best practices of instruction for ELLs. To identify ELLs, SAS will use the Primary Home Language Other Than English survey (PHLOTE) and monitor such students' progress with the Arizona English Language Learner Assessment (AZELLA). Pursuant to the results of the AZELLA, SAS will offer SEI or provide students instructional services according to their Individualized Language Learner Plans (ILLPs). SAS will use the results of assessment to cater to students' needs and, while adjusting curriculum and instruction, aims to reclassify ELL students as Reclassified Fluent English Proficient (RFEP) as expeditiously as possible. The curriculum chose, especially the CKLA and Wonders resources, have resources included that are meant to support the needs of ELL students.

Low-Income Students

SAS realizes the importance of strategic programs that meet the needs of all scholars. Low-income students face struggles that many other students do not. The Education Philosophy highlight that "basic needs" must be met in order for a student to succeed. However, meeting basic needs is not the final step. It is simply the beginning. Academic strategies must be implemented that take into account the achievement gaps that many students will bring with them on their first day at SAS. Thus, the school is committed to providing a hands-on learning experience that engages all students, especially the low-income students. Experiential learning moves the academic experience into real life situations that a student can relate to. Additionally, the school utilizes instructional assistants to specifically address learning gaps. SAS does not employ these positions to assist with making copies or just assist with student behaviors. Instead, the primary function of these staff members it provides several hours, per class and per day, to the RTI model mentioned later in this section. It is imperative that low-income, and students in general, participate in intentional interventions at both the micro (lesson) and macro (benchmark data) levels.

Low-income students will often reside in an environment with limited resources. Thus, the school has strategically identified curriculum, especially with My Math and CKLA, that includes the ability for parents to assist at home. The wording and phrasing are inherently "parent friendly" and allow the parents, when relevant and plausible, to be a partner in the learning without the need for additional resources that might tax the family. This emphasis is one way in which SAS fulfills the mission emphasis to "engage family members." The curriculum is further supported by the imbedded enrichment and remediation materials that are available. All of the curriculum items that will be used have additional supports to allow for a more effective and efficient approach to the RTI models described below. The selected materials also have online portals that provide additional supports that are capable of targeting specific objectives that are aligned to the state standards. The science curriculum has multiple experiential, or "hands on" lessons, that naturally provided in the course of a unit. The teachers will utilize these

lessons and include practice work that allows the daily, when applicable, implementation of experiences to further strengthen the objectives.

B. Methods of Instruction

Instructional Approaches

Scholars Academy seeks to balance its instructional approach with the practice and application of complimentary instructional models, namely direct instruction, guided practice (cooperative learning), independent practice and experiential learning (when applicable). All will be used in a complimentary fashion with each other, but will serve different purposes in driving student achievement and learning outcomes. These instructional methods are research-based, reliable and proven to enable students to master all the learning objectives set before them.

*Direct Instruction with Bloom's Taxonomy, Best-Practices and Differentiation*⁴

Direct instruction is a skills-oriented, teacher-directed approach to teaching that emphasizes small group and face-to-face instruction by teachers using carefully articulated lessons where cognitive skills are broken down into small units, sequenced deliberately and taught explicitly. Direct instruction's intellectual substance is based on building comprehension and reasoning skills to ensure successful performance in reading and math. Using direct instruction, teachers will discuss daily learning objectives, give an overview of the lesson, model the skills being developed, lead guided practice, and reinforce skills through independent practice. Teachers will embed ways in their lesson allowing for differentiated instruction for students at varying levels. This will serve to both support struggling students and to accelerate learning for students who've reached mastery levels. Teachers will emphasize the learning process through the utilization of the categories/levels of Bloom's Taxonomy: remembering, understanding, applying, analyzing, evaluating and creating while teaching and navigating through their lessons. Teachers will be expected to incorporate Bloom's action verbs throughout their lesson plans, as well as incorporating Webb's Depth of Knowledge to effectively increase the level of rigor needed to implement the ACCRS. Research-based, best practices and strategies such as identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, using questions/cues/advanced graphic organizers (concept and thinking maps, story organizers and webs, Venn diagrams, etc.) will be incorporated into instructional practice at Scholars Academy and, when used effectively through teacher training and monitoring, will have a positive impact on student achievement.

*Cooperative Learning: Kagan Structures (Groups)*⁵

Students will have multiple opportunities each day to learn and practice 21st century skills to support the mission of Scholars Academy to "empower students to succeed in college and 21st century" through well-structured and planned cooperative learning experiences. When working together in pairs or small groups, students can develop skills in the following areas: critical thinking, problem-solving, innovation/creativity using technology, teamwork, communication, leadership, decision-making, conflict resolution and more. The Kagan Structures support the cooperative learning model and are an extensive "tool kit" of instructional strategies which are designed to increase classroom engagement and encourage cooperative learning. There are 200 "structures" that are simple, step-by-step instructional

strategies that have been designed to “engage and develop specific types of thinking...social skills...different intelligences, align instruction with principles derived from brain science, and to foster mastery of different types of academic content.”

Experiential Learning Opportunities

As detailed in the Educational Philosophy, Scholars Academy intends to provide well-planned and purposeful extensions to traditional classroom instruction through experiential learning opportunities. Teachers will be expected to include at least one hands-on, student-directed experiential learning activity within every unique unit of study; empowering students to use new knowledge and concepts learned in their classroom and practically apply them to task-oriented activities (e.g. conducting experiments, building projects, performing jobs, collecting data, engaging community members). Teachers will receive training on how to implement experiential learning into their units and will work together during their Professional Learning Community (PLC) team meetings to plan their activities. Scholars Academy will develop a calendar so teachers can develop plans in advance for grade level experiential learning activities throughout the year. Experiential learning activities will be monitored and observed by the School Principal and the Campus Dean, to ensure high-quality enrichment is being offered.

Response to Intervention (“RTI”)

Scholars Academy anticipates 10-18% of their students will require special education services. The Dean of Academics will work with all PLC's to create a process of interventions that are systematic, timely and directed. Identified students requiring services will be granted additional time, during “acceleration” periods as implemented and monitored by our Special Education provider, to support them in reaching their essential learning outcomes. The RTI model that Scholars Academy will use is designed to meet the needs of students who demonstrate learning below the level of proficiency (80%) as measured after the retesting of the individual standards.

Scholars Academy’s RTI model has three (3) Tiers:

- Tier I (85-90% of students): Core Instruction; differentiated with classroom level interventions.
- Tier II (5-10% of students): Targeted Intervention; skills-based, small group (3-6 students) instruction; students one or less year behind grade level; 8-10 week duration; data-driven based on diagnostic assessments with bi-weekly monitoring.
- Tier III (5% of students): Intensive Intervention; intensive skill-based; small group (2-3 students) or 1:1; students two or more years behind grade level; full academic year; weekly assessment monitoring.

Meeting the Needs of Special Education

We believe that a mainstream classroom inclusion model for SPED students is optimal whenever possible; however, homeroom teachers will collaborate closely with contracted Special Education teachers and other service providers to ensure the students’ needs are being met. All staff will receive training to ensure compliance related to Special Education state and federal laws. The curriculum alignment for special education students is also included in section A.

Meeting the Needs of English Language Learners (ELLs)

Scholars Academy will serve all English Language Learners in order to maintain compliance with Arizona Revised Statutes, Title 15, Chapter 7, Article 3.1. ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC SCHOOLS, §§ 15-751 through 15-757: Structured English Immersion (SEI) classroom teachers at Scholars Academy will utilize Arizona's English Language Proficiency (ELP) Standards to guide English Language Development (ELD) instruction. These standards provide foundational linguistic and grammatical knowledge in language acquisition for English Language Learners (ELLs), whose proficiency levels are identified based on AZELLA scores. In SEI designated classrooms, ELD instruction will take place for four (4) hours daily using the ELP Standards. ELL students will be grouped in these classes according to grade and/or proficiency level band. SEI class size for pre-emergent and emergent shall not exceed 23 students; basic and intermediate shall not exceed 25. All SEI classroom teachers will receive training to successfully implement the SEI model, including Discrete Skills Inventory training and Discrete Skills Inventory Teaching Methods Training. The curriculum alignment is also included in section A.

Alignment to Educational Philosophy

Scholars Academy's instructional approaches and models are designed specifically to address the unique needs of the target population, in an effort to bolster student achievement. We will do this by offering the following: strategic academic programming, rigorous curriculum resources, research-based best practice instructional methodologies, data-driven decision making processes, authentic experiential learning opportunities, strong support services/systems, and a culture and community emphasis. Scholars Academy believes that by serving this community with excellence, we will raise the bar collectively among the surrounding schools.

C. Selection Rationale

Scholars Academy will use a Comprehensive Assessment Approach ("CAA") which is a model that includes teachers in the data-driven decision making process to meet the educational needs of all their students in order to continuously drive excellence in teaching and learning. In addition to the assessments, there are two components to support the CAA:

Curriculum Rationale Aligned to Target Population

SAS has strategically identified the curriculum that will be used and how it shortens the achievement gap for ELL, SPED and low-income students. This explanation is more than just a hope. The school leaders for SAS have implemented these specific curriculum pieces at previous schools. The curriculum is not relegated to just the specific resources purchased but includes the educators making adjustments as needed. Additionally, the materials chosen have been chosen based on their ability to raise academic levels consistently at schools in Arizona and across the country.

Methods of Instruction Rationale Aligned to Target Population

SAS has strategically identified instructional methods that will be used to shorten the achievement gap for ELL, SPED and low-income students. The methods were used by the A.3 Program of Instruction Revised Scholars Academy Sunnyslope

founding principal when his school received an “A” rating at his previous school. Additionally, these same methods were chosen due to their proven success at schools in Arizona and throughout the country.

Additional supports and details regarding these rationales are listed below:

Continuous Improvement System (“CIS”)

CIS is an effective tool and will be used as a primary resource in monitoring students and their mastery of concepts. This system easily identifies alignment to ACCRS and will be utilized to monitor student achievement within specific classes. Teachers will compare their CIS to their Gradebook to ensure the integrity of grades and students mastery level of concepts. This process is mandatory for all teachers and will be updated as assessments are completed for each objective.

Student Action Plans (“SAP”)

Teachers, students and parents will utilize Student Action Plans (SAP) which will monitor a student’s achievement level of all concepts within every unit of all the core subjects. The intent is for a student to obtain a simple overview of their mastery of concepts and strands. This self-evaluation process increases awareness and inspires students to take personal ownership of their individual success of the learned concepts. Parents will have access to their student’s SAP, digitally through Schoolmaster or in printed report form, to equip them to monitor their child’s progress.

Use of Balanced Assessments

One of the core values from the Educational Philosophy is data-driven decisions. In an on-going effort to drive student achievement, we will closely analyze data at every turn to determine if students are learning. Four principles guide the data-driven decisions: 1) Rigorous interim assessments that provide meaningful data, 2) Examining assessment results to determine causes of strengths and weakness, 3) Taking action to teach what students most need to learn and, 4) Creating an environment where data-driven instruction can thrive. Opportunities for data collection and analysis will happen daily, weekly and monthly at multiple levels.

Formative Assessments

The results gathered from the NWEA (and possibly Galileo) pre-test, given to students at the beginning of the year, will help teachers effectively plan instruction at the beginning of the year.

Checks for Understanding / End of Lesson Assessments

Students will be formatively assessed each day by their teachers who will check for understanding, or gather and respond to data collected through questioning and observation techniques. Teachers will incorporate minute-by-minute (thumbs up, thumbs down, hand signals, whiteboards) and end of lesson (exit ticket, take a stand, small group sampling) checks for understanding in their daily lessons and their instruction will be evaluated in part based on their proficiency in this area, through regular observation and monitoring by the School Principal.

End of Unit Formative Assessments

All teachers will provide assessments at the end of each unit that establish proficiency levels. The assessments will be aligned to ACCRS and student learning objectives established by the School Principal and the Campus Dean.

Quarterly Assessments

Students will take three NWEA Assessments at the beginning, middle and end of the year. Students will take a NWEA post-test toward year end as a measure of performance to determine growth and overall proficiency. This assessment cycle will be the initial basis (along with previous year's standardized test) for the RTI leveling of students.

Standardized Assessments

Scholars Academy's students will take all state required summative assessments to measure student achievement and teacher effectiveness as directly related to the Arizona College and Career Ready Standards. The school will also use the results from NWEA pre and post-tests as part of the teacher evaluation process as well. The standardized assessments will take place at the end of the third quarter or beginning of the fourth quarter.

D. Explanation of Achieving Outcomes

The founding principal, Tim Boykin, implemented this Program of Instruction five years ago at Ethos Academy. This school had the same demographics as the Sunnyslope community that SAS will serve. Upon leaving Ethos Academy as the School Director, in order to pursue SAS, the school received an "A" rating in its first year of eligibility and outscored all surrounding schools in the region for academic growth. In fact, the school secured the maximum points possible for the growth on the state report card. Additionally, the school received the maximum points possible for AZELLA scores during the same calendar year. When executed correctly, the Program of Instruction described will result in the high growth for all students and especially the ELL, SPED and low-income students. It is expected that SAS will have the same success and become an "A" rated school in Sunnyslope during its first year as well.

The mission chosen for SAS was intentional. It references a focus on "strategic academics" and this will be vital to the success of the school. The educators will not provide a static program that requires students to adjust to the curriculum, instruction, and assessments. Instead, the school emphasizes the need to provide these key pieces but take into account to where each individual student is at academically and respond accordingly.

E. Alignment of Program of Instruction and Performance Management Plan

Scholars Academy's Performance Management Plan discusses specific strategies that detail the action steps, resources and accountability required to ensure success of the Program of Instruction.

¹ Core Knowledge Sequence. ©2010 Core Knowledge Foundation.

² Retrieved from My Math. (January 2014). Retrieved from <https://www.mheducation.com/prek-12/program/mcgraw-hill-my-math2018/MKTSP-ACJ04M0.html>

³ Retrieved from Science Fusion. (January 2014). <http://www.hmhco.com/shop/education-curriculum/science/elementary-science/sciencefusion>

⁴ Tough, Paul. *How Children Succeed*. Mariner Books. ©2013

⁵ Retrieved from Kagan Structures. (December 2018). http://www.kaganonline.com/about_us.php

⁶ Bambrick-Santoyo, Paul. *Driven By Data*. ©2010. Jossey-Bass. San Francisco.

A.3.1

Mastery and Promotion

A.3.1 Mastery and Promotion

Grades K-8

Scholars Academy students in grades K-8 will be promoted to the next grade level based on their measured academic growth, performance and achievement. This achievement is based upon analysis of a combination of major summative and end-of-unit assessment scores, as well as overall classroom grades and performance.

A. Criteria for Mastery and Grade Level Promotion

Scholars Academy will examine several factors, including classroom instructional data compiled in each student's Continuous Improvement System (CIS) and Student Action Plans (SAP), as well as the results of interventions, if applicable, in determining a student's yearly promotion or retention. Classroom grades based on homework, end-of-unit formative assessments, performance on project-based assignments and any other graded class work will be used to inform teachers, parents, the Principal and the Campus Dean on cumulative academic progress and growth. Additionally, end-of-unit quarterly assessments will be conducted, which will collectively (over the course of the year) cover all of the ACCRS standards for each grade level.

Scholars Academy considers ninety percent (90%) their mastery level indicator for core content subjects; eighty percent (80%) indicates a level of proficiency demonstrated for each specific standard taught and assessed. Thus, the proficiency level for all individual standards is demonstrated by earning a minimum score of 80% on all cumulative assessments. In order to be promoted to the next grade level, a student must score an average of 80% or better average on math and reading summative assessments throughout the academic year. Students, who do not reach a level of proficiency on any assessed standards, will participate in intervention blocks designed by the teacher and the school leadership. Students who do not reach a level of proficiency on one or more standards will be given an opportunity to engage in differentiated learning activities and interventions, followed by a re-test of the same standard(s). Additional formalized interventions will take place for students who are not proficient after the re-test. Scholars Academy will provide a math and reading "acceleration" class to provide these formalized interventions as outlined in our Response to Intervention (RTI) model (see Program of Instruction section).

Grade 3

To maintain compliance with *Arizona Move on When Reading* legislation, Scholars Academy will not promote a third grade student "if the pupil obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level." Based on Arizona state law, there are two exceptions to this including English Language Learners (who have received less than two years of English instruction) and students with disabilities who have previously been retained. All parents will be notified annually that 3rd graders who are reading far below the third grade

reading level will not be promoted. For third graders who are at risk of being retained, the parents/guardians, the student's teacher and the School Principal will choose the most appropriate reading interventions and remedial strategies for the student.

B. Process for Grade Level Promotion and Retention

Tools: Continuous Improvement System ("CIS") and Student Action Plans ("SAP")

Teachers will ultimately recommend students for promotion. They will use the above mentioned scores and measures, as well as the following tools to inform their recommendations:

The Continuous Improvement System will be used as a primary resource in monitoring students and their mastery of concepts. CIS is a tracking system, in the form of a spreadsheet that is used and updated by teachers, which will easily identify student scores for every standard. This system easily identifies alignment to individual ACCRS standards but is more so utilized to monitor student achievement at grade level. Each student's CIS will be updated as assessments are completed for each standard; this will help teachers and the administrators closely track and monitor student's proficiency/mastery levels for every concept and objective covered.

Student Action Plans are an additional tracking system in the form of a report, designed for students and parents. SAP reports will be updated and distributed by teachers after every math/reading test. The SAP reports will monitor a student's mastery level of all concepts within every unit in all the core subject areas. The intent is for students to obtain a simple overview of their individual concept mastery and engage in a self-evaluation process to increase motivation and ownership of their academic performance. Parents will have access to their student's SAP in an online digital and/or printed report format to monitor their progress, or by request if the digital system is not in place. This document is a confidential method to communicate student progress and will assist in "engaging family members" per the mission of Scholars Academy.

Regular Progress Reports and Communications

Teachers will remain in close contact with families throughout the school year, keeping them informed and updated on their student's academic progress. This will happen through: CIS and SAP tools, quarterly progress/grade reports, scheduled conferences, phone calls and home visits – on as needed/warranted basis. It is important to Scholars Academy that parents stay well informed of their child's progress and academic standing.

Semester conferences are meetings with the purpose of these meetings to allow teachers to give an overview of the curriculum and methods of instruction being used in the classroom, to share student data on levels of achievement (confidentially), and to reinforce what the overall academic goals and expectations are at Scholars Academy. These quarterly opportunities give parents a glimpse of what and how their students are learning, as well as how their student is performing academically. Conferences also give teachers a chance to teach parents various

skill-building strategies they can use at home with their child and provide the corresponding take-home resources to accompany these strategies. Conference meetings are also an excellent way to build a sense of classroom community among Scholars Academy families.

Retention Process

If a student is consistently performing below proficiency level (80%) in reading and math, in both classroom and summative assessments, by mid-point in the year the teacher and Campus Dean will formally contact the parent/guardian to notify them that their child is at risk for retention. A meeting will be scheduled promptly to discuss the criteria for retention, specific areas of deficiency and to review applicable assessment scores and data. Together, parents, the teacher and the Campus Dean will create a strategy that is attached to the student action plan (SAP) which may include attendance and/or behavioral contracts, sign-up for afterschool tutoring services, specific strategies parents can use to increase their student's achievement in reading and/or math at home. This action plan will be reviewed during monthly in-person meetings until the identified student is performing at mastery level. If, after all prescribed interventions and possible summer interventions take place, the student is not performing at 80% proficiency in reading and/or math - the student will be retained pending final approval by the student's teacher, parent, the Principal and the Campus Dean.

A.4

School Calendar and Weekly Schedule

A.4 School Calendar and Weekly Schedule

Scholars Academy Sunnyslope exists to “empower all students to succeed in college and 21st century careers.” The school calendar and daily schedule will be optimized to fulfill the mission with an emphasis on literacy, mathematics, and professional development.

A. Compliance with Required Number of School Days per Year

With 180 days of school, Scholars Academy Sunnyslope satisfies the days that are required by state statute A.R.S. § 15-341.01. The annual school calendar will provide the opportunity to increase student achievement through the following features:

- Extended instructional day that exceeds all state requirements.
- Three days of new teacher training with an emphasis on academic programming.
- Ten full days and twelve half days of teacher, in-service professional development.
- Weekly additional prep period PLC team meetings with a focus on data.
- Weekly, rotational emphasis on parental involvement and communication.
- Two parent conferences per year that are centered on academic achievement.
- Annual home visits, when applicable, with family members of each enrolled student.

B. Compliance with Required Hours/Minutes of Instruction

Scholars Academy Sunnyslope executes a school calendar and weekly schedule that exceed the minimum requirements of number of days per year and hours of instruction per week. The school will provide students with 5.25 hours of instruction per day in core academic subjects and an additional .75 hours in special/elective coursework. The total instructional hours equate to 6.0 hours and this excludes, despite recent changes to the law, character development and breaks. For the purposes of this application the school identifies yearly instructional hours using these daily totals but takes into account twelve half-days. Thus, there are 168 full-days with 6 hours of instruction and 12 half-days with 3.25 hours of instruction. The calculated totals are listed below:

**Figure A.4.1
Hours of Instruction per Year**

Grade Level	State Requirement	Scholars Academy Sunnyslope
Kindergarten	356	1047
First Grade	712	1047
Second Grade	712	1047
Third Grade	712	1047
Fourth Grade	890	1047
Fifth Grade	890	1047

Sixth Grade	890	1047
Seventh Grade	1000	1047
Eighth Grade	1000	1047

C. Daily Instructional Minutes

Scholars Academy Sunnyslope has committed to a lengthened school schedule that provides an increased concentration on Reading and Math. Science and Social Studies incorporate a Reading Integration that further emphasizes these key skills throughout all core subject areas.

Figure A.4.2
Daily Instructional Minutes Comparison

Core Subjects	K	1	2	3	4	5	6	7	8
Reading/Language	105	105	105	105	105	105	105	105	105
Mathematics	90	90	90	90	90	90	90	90	90
Social Studies	60	60	60	60	60	60	60	60	60
Science	60	60	60	60	60	60	60	60	60

Core Subjects	K	1	2	3	4	5	6	7	8
Scholars Academy Sunnyslope	315	315	315	315	315	315	315	315	315
State of Arizona	180	270	270	270	260	260	260	260	260
Total Differential	+135	+45	+45	+45	+55	+55	+55	+55	+55

D. Rationale for Weekly and Yearly Schedule

Scholars Academy Sunnyslope will be serving students that are significantly below grade level in Reading/Language Arts and Mathematics. The daily, weekly and yearly schedule is designed to address the learning levels of incoming students and dramatically improve student achievement for existing students every year. There is a special emphasis on increasing the amount of time a student will be engaged in all core subject matters, especially those related to Literacy and Mathematics.

The school day for all students will begin at 8:00 and end at 3:30. The campus will open at 7:30 and begin offering a free breakfast daily at 7:45. The first fifteen minutes of the day is a homeroom block called “Characters.” Students will engage in a brief discussion and study of a monthly character trait. Core subject classes begin promptly at 8:15 and continue throughout the day. Time is set aside for a thirty-minute lunch/recess and two additional fifteen-minute recess breaks in the afternoon. Specials will be provided daily and will include Physical Education, the Arts, Music, Health and Spanish. Social Studies and Science will be integrated with Reading in grades K-3.

- **Assessments (“Provide Strategic Academics”)** – Scholars Academy Sunnyslope will provide all students with a baseline assessment the first week of school utilizing NWEA. This initial benchmark will be the basis for measuring growth by the students in the areas of Reading and Math. In addition, students will engage in two additional NWEA tests towards the end of the first semester and the end of the second semester. Response to Intervention is incorporated within the school to ensure all students are provided differentiated opportunities to master learning objectives. Teachers and the Campus Dean are responsible for developing internal assessments every six weeks that determine the leveling of students within this model. The calendar and schedule take into the account the need for formative and summative assessments, in a timely manner, while ensuring students are engaged in “time on task” learning per the philosophy of the school.
- **Student Programs (“Support Student Needs”)** The leadership will ensure all required student needs are met. However, the school intends to go beyond what is required and offer opportunities for students to engage in additional activities. These include, but are not limited to, introductions to high schools, colleges, spirit weeks, mentoring breakouts, and social events.
- **Parent Programs (“Engage Family Members”)** – There are three specific, routine parent programs that are offered throughout an academic year. Communicating with parents will be a weekly requirement. This can take place via email, phone call, or personal visit. Teachers will offer two formal parent conferences during the year. Once a year a small team of primary leaders will engage in a home visit, when applicable, to all students in an attempt to develop healthy relationships with family members.
- **Community Programs (“Build Community Partnerships”)** – Scholars Academy Sunnyslope will become a catalyst in enhancing the local community by partnering with social and business leaders. The leadership will work exhaustively to develop “Scholars Partners” that support the school and the families through fiscal and resource support. These entities will be recognized formally once year at a Community Partner Gala.
- **Professional Development (“Develop Exceptional Teachers”)** – Scholars Academy Sunnyslope places a high value on developing exceptional teachers. The calendar and schedule allow for ample time to engage in a formalized process of development (detailed in section E).

Sample K-8 Daily Schedule (Year 1)

8:00 – 8:15	Daily Character Trait
8:15 – 9:45	English Language Arts
9:45 – 10:00	Recess Break

10:00 – 11:30	Mathematics
11:30 – 12:00	Lunch Break
12:00 – 12:45	Specials / Electives
12:45 – 1:45	Social Studies
1:45 – 2:00	Recess Break
2:00 – 3:00	Science
3:00 – 3:15	Independent Reading
3:15 – 3:30	Student Dismissal

Sample Early Release Schedule (Year 1)

8:00 – 8:15	Daily Character Trait
8:15 – 9:45	English Language Arts
9:45 – 10:00	Recess Break
10:00 – 11:30	Mathematics
11:30 – 12:00	Lunch Break
12:00 – 12:15	Independent Reading
12:15 – 12:45	Student Dismissal

Starting in August of 2019 the state of Arizona requires all students in K-5 grades to have two recess breaks per day. ARS 15-118 states that a “charter school shall provide at least two recess periods during the school day...” SAS has identified these two recess breaks in the sample K-8 Daily Schedule. SAS has decided to include these breaks for all K-8 students and thus will be in compliance with this statute.

Move on When Reading requires, pursuant to ARS 15-701, that a “pupil” not be promoted from the third grade if the pupil obtains score on the reading portion of the statewide assessment that does not demonstrate sufficient reading skills.” Additionally, ARS 15-704 requires public schools to provide K-3 students with curriculum, instruction components, and professional development that allows these students to fulfill the promotion requirement. With regards to the calendar, SAS has clearly identified Reading (ELA) as a priority that is compliant with the state requirements. There are 105 minutes dedicated to Reading (ELA) daily and the school has a professional development, listed below, that includes training for educators on the MOWR policy and the inherent requirements.

E. Professional Development

Professional Development is one of the most important aspects of Scholars Academy Sunnyslope. There is a ten-day pre-service prior to school starting. The focus of this training is to establish a clear understanding of all Scholars Academy Sunnyslope systems and expectations. In addition, topics regarding standards identified in the Arizona College and Career Readiness Standards (ACCRS) will be covered to ensure the proper implementation of curriculum, instruction and assessments.

Twelve times a year the students will receive a “half-day” that ends at 12:30. This enables additional time for the staff to meet throughout the year to analyze data as a staff and engage in more specific planning with their instructional teams. The staff will meet for these specific meetings at 1:00 and they continue until 4:00. On most days this three-hour block of time will consist of two hours with PD covering topics mentioned in section A.5 and covering a wide variety of topics. However, the final hour will often consist of the PLC groups having time to meet and align the PD of the day to their specific age level, grade level, or relevant subgroup so that the PD topics are applied to each educator.

Once a week Professional Learning Communities (grade level teachers) will be provided a time to meet and discuss data specific to their classes. The intent is for teachers to support and mentor one another with the goal of incorporating strategies that will increase student achievement. The calendar and schedule will be designed so that class time for students will remain as an efficient use of instructional time while enabling teachers to focus on refining their course of instruction. Teachers have a 45-minute prep each day while their students attend the special classes. Once a week the teachers and their assigned assistant will meet with the School Principal and/or Campus Dean to discuss data and strategies.

During year 1 the campus will have one specials teacher and not all grades will have two classes. Thus, in year 1 the PLC teams with two classes will meet additionally once a week immediately following dismissal as an all grade team. The School Principal and/or the Campus Dean will attend these meetings too. During year 2, the campus will have two specials teacher. The scheduling of specials classes will be aligned so that classes with the same grade have the same specials schedule. This will then become the weekly meeting time, once per week, that the grade level teachers and assistants can meet to discuss data and strategies. This approach will continue indefinitely based on the evaluations of the process and the impact of the scheduling on student achievement and teacher development.

The calendar and schedules included align with area IV of the Academic Systems Plan. Specific details provided above are consistent with the plan to provide a scheduled time for teachers to plan (weekly via PLC) in groups, plan independently (weekly during prep times), and analyze data with the School Principal, Campus Dean, and specialized teaching staff. Specific language regarding the evaluation of data, implementation of curriculum, and the monitoring of systems is aligned to the established schedule. This schedule has been utilized with fidelity by the founding principal during his operation of an “A” rated charter school in Glendale.

2020/21 School Calendar - Scholars Academy

August 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						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	28	29
30	31					

September 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
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			

October 2020						
Su	Mo	Tu	We	Th	Fr	Sa
				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	28	29	30	31

November 2020						
Su	Mo	Tu	We	Th	Fr	Sa
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	28
29	30					

December 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		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	28	29	30	31		

January 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				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	28	29	30
31						

February 2021						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	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
28						

April 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			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	28	29	30	

May 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					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	28	29
30	31					

 Early Release
 Holidays- No School
 First and Last Day of School

August	3rd First Day of School
January	18th Civil Rights Day
21st Early Release	22nd Early Release
February	7th Labor Day
11th Early Release	12th Early Release
March	15th President's Day
2nd Early Release	5th Early Release
5th-9th Fall Break	8th-12th Spring Break
30th Early Release	April
November	2nd Early Release
11th Veterans Day	23rd Early Release
20th Early Release	May
25th - 27th Thanksgiving Break	14th Early Release
December	18th Last Day of School
18th Early Release	Dec 21st-Jan 1st Winter Break

A.5

Academic Systems Plan

Academic Systems Plan Template

Applicant Name: Scholars Academy Sunnyslope

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	24.4%	40%
Reading	25.4 %	40%

Narrative for setting baseline figures

Describe the basis for setting baseline figures for math and reading that align with the proposed target population.

Scholars Academy Sunnyslope is interested in serving families in the northern half of 85020 and the eastern half of 85029. This area is represented by the boundaries of Northern Avenue/16th street, north to Cave Creek/16th street, west to Cactus/I-17, south to Northern/I-17, and back to the original corner. The baseline figures take into account the five schools located within these parameters. All of the schools serving over 100 students are being included in the averages. These schools are the best representation of the community and all of them are actually over 600 students so the data is a truer reflection of the academic levels in the proposed community. The scores below were averaged out and used for the comparison and benchmark.

Arizona's A-F Letter Grade Accountability System			
<u>School</u>	<u>2017-18</u> <u>Grade</u>	<u>2017-18</u> <u>AZM ELA</u>	<u>2017-2018</u> <u>AZM Math</u>
Royal Palm Middle School	C	25%	27%
Richard E. Miller Elementary	D	30%	27%
Mountain View Elementary	D	18%	13%
Sunnyslope Elementary	C	26%	31%
Desert View Elementary	C	28%	24%

The baseline takes into account the highest score and the average. There is no point in offering a school that does not exceed the highest performing school in a low performing community. The founding time believes an increase up to 40% in the first year for both subjects is realist but aggressive. It is a 33% increase over the highest performing schools in each respective subject. Consequently, both year 1 targets exceed the average and validate opening the school.

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Establish clear and measurable student learning objectives aligned to the Arizona College and Career Readiness Standards (ACCRS).	School Principal and Campus Dean	January 2020 – February 2020 and continuing annually during the same timeframe	<p>Formalized list of standards based student learning objectives that are aligned to the ACCRS.</p> <p>Formalized list of all AZELLA requirements for ELL students.</p> <p>Detailed meeting notes identifying any questions that should be addressed in the event a standard is not understood.</p>

Process for Implementing Action Step

The School Principal and Campus Dean will start meeting, until finished, to look over all of the grade relevant learning objectives provided by the state. This will involve all subjects but there will be special attention paid to the English and Math standards. It is vital that the two primary academic leaders have a very clear and aligned understanding of the expectations for learning that will be adopted by all teachers. This meeting will take place in January, prior to the opening of school, to ensure there is enough time for pacing guides to be developed in step 2. Included in this process is requirement to fully understand the AZELLA requirements for all stages of ELL so that all future plans will include this subgroup requirement.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Academic Systems Plan Template

<p>2. Develop pacing guides for all grades aligned to the Arizona College and Career Ready Standards.</p>	<p>School Principal and Campus Dean</p>	<p>March 2020 – April 2020 and continuing annually under the same timeframe</p>	<p>Formalized pacing guides that clearly aligns to previously established list of standards and objectives.</p> <p>Formalized pacing guides for ELL students that are unique to the general pacing guides.</p> <p>Meeting notes that clearly articulate staff person responsible for specific pacing guides.</p> <p>Curriculum samples that will be referenced to previously established standards. These samples will be marked on to identify alignment or missing standards, if any.</p>
---	---	---	---

Process for Implementing Action Step

It is expected that the School Principal and Campus Dean will meet in March and meet weekly until the task is complete. It will be vital for this team to clearly pace out the standards that will be covered in all four core subjects. The expectation is that the teachers will have a working document that will lead to the completion of all standards being met in the timeframe identified by the leadership. Vital to this process is a sensitivity to issues in the previous year that might have led to inefficiencies in the realm of standards being taught as evidenced by learning.

Meetings will likely take place in chunks with the first meeting focusing on the calendar overview. This will be followed up with an emphasis on blocking out specific weeks for standards and the curriculum being used. Step 3 will involve the ordering and final decision making process but curriculum samples will be used in this step. The samples will identify the sections of possible choices. Pacing guides will be formalized in April for future use.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. Obtain curriculum	School Principal and	Annually during the	All curriculum resources

Academic Systems Plan Template

resources which complement the pacing guides and assessment tools.	Campus Dean Operations Manager will be required to process orders. SPED and ELL specific staff	month of June and starting in June 2020. Process of ordering can be started as soon as pacing guides are identified. (Possibly in April or May depending on steps 1 and 2)	are on the premises and purchase receipts are on file. Specialized curriculum for subgroups will be in the academic office for future use with receipts on file.
--	--	--	---

Process for Implementing Action Step

By June the campus will have received the curriculum that was identified in step 2. This is likely to take place in April or May but the orders must arrive no later than June 30th. It is imperative that these resources be in hand before staff informally start working on plans in early July and formally complete initial plans in late July. The decision regarding curriculum will be made by the School Principal and the Campus Dean. The orders will be placed and processed by the Operations Manager.

During the decision to purchase curriculum it will be required that the SPED and ELL staff be informed of the decisions and be given an opportunity to provide input to ensure that nothing is assumed with regards to meeting these needs. All curriculum will be required to have remedial materials to assist the students in the lower 25%.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
4. Implement the Scholars Academy personnel strategy to hire highly qualified teachers that will carry out the mission of the school.	School Principal and Campus Dean Operations Manager will assist with the hiring process.	Annually starting in the month of January but with the intent to complete the hiring process by June of each year	All teachers are formally hired evidenced by relevant application materials, background checks, and fingerprint clearance cards. Signed contract agreement with terms of service and compensation clearly identified.

Process for Implementing Action Step

Step 4 is a personnel step but illustrates the intent of the leadership to provide teachers, and related staff, that will be aligned to the mission of the school. This includes alignment to the curriculum that satisfies the Scholars Academy academic model. Staff will require all applicants to engage in the established hiring process with the inclusion of questions and tasks that directly identify the ability and desire to carry out the school's very specific curriculum model.

The goal of this team is to start this process in January and hopefully conclude in June. The team knows this a fluid process so there is flexibility so that the absolutely best team of teachers can carry out the curriculum plan.

Academic Systems Plan Template

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
5. Provide all curriculum materials to the teachers so that they can begin the process of developing unit plans, lesson plans, and assessments that align with the state standards.	Campus Dean and all teachers	Annually during the months of June and July	Informal meeting between the Campus Dean and specific teachers that provide an advanced preview of materials, prior to the formalized training in July. Inventory sheets that articulate the date and quantity of curricula received for each teacher.

Process for Implementing Action Step

In June the process for giving curriculum to teachers will begin. In many cases this will take place when teachers return from summer break. All curriculum must be distributed, along with the pacing guides, by the Campus Dean so that teachers can start the planning for the year. It is expected that teachers will have a thorough understanding of the curriculum process as a result.

SPED and ELL relevant staff will be required to check out the additional resources that might be required. These resources will be identified on the same inventory sheets and forms used for all other resources.

The Campus Dean will have communicated this expectation or option to all staff weeks in advance, likely in early June. This will allow for this staff member to know how to navigate unexpected delays due to personal schedules of the other staff.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
6. Formulate grade-level PLC's that develop domain maps aligned to the state standards, pacing guides, assessment tools and mission of the school.	School Principal and Campus Dean Relevant SPED and ELL staff plus routine FRL and remediation (lower 25%) intervention staff	July 2020 and continuing annually thereafter	Formalized list of PLC teams for staff Formalized list of notes from meetings between responsible parties.

Process for Implementing Action Step

By July of each year the PLC teams will be formulated. This process might start months earlier as evidenced by meeting notes that identify key groups. All subgroup staff will be included throughout, via meetings or emails, to ensure that nothing is missed

Academic Systems Plan Template

with regards to the needs of all students.

Upon identifying the groups, not the participants, the responsible staff will start to slot or assign staff to respective groups. It is assumed that all grade level teams are attended by grade level staff. However, the specific decision makers for other groups might not be as apparent. This process will be finalized in July so that teams can be identified during pre-service training.

Some groups might meet outside of a PLC. For example, the SPED team might meet regarding a specific student's IEP or MET. However, they are assigned a PLC group in order to analyze the processes and procedures that are governing the success of the other on-going meetings.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7. Provide time for teachers to create unit plans that cover the content of the domain maps.	Teachers (with assistance from the Campus Dean)	July 2020 but starting as early as June for planning	Formalized unit plans on file that clearly aligns to previously established SLO's, pacing guides, and domain maps. Clearly articulated schedule and calendar that staff can reference throughout the year

Process for Implementing Action Step

By July 2020, and continuing each year, the teachers will have been given pockets of time that allow the successfully development of plans that are centered around the standards identified in step 1. The staff will be able to schedule time formally to work on lesson plans that align to previously assigned pacing guides.

Additionally, this time will be apart from the PLC strategy meetings. This will be an emphasized time to focus on "how" a teacher will execute the previously established "what." This is a unique aspect to the development process that the founders of Scholars Academy Sunnyslope has experienced at other highly rated schools.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
8. Develop lesson plans in accordance to their previously developed unit plans.	Teachers (with assistance from the Campus Dean)	July 2020 (Quarter 1) with remaining plans required one week in advance of teaching the lessons	Formalized lesson plans that clearly align to the previously established domain maps. Meeting notes between the Campus Dean, or School Principal, that identify the refinement

Academic Systems Plan Template

			process
--	--	--	---------

Process for Implementing Action Step

By the end of July, the teachers, with help from the Campus Dean, will have developed lesson plans for quarter 1. It is known that these plans will change and shift but it is imperative that these plans be in place in order to anchor down and ensure teachers are aligned to the standards and pacing requirements.

School years are fluid so the plans are going to be developed one week in advance thereafter for practical reasons. Teachers will submit the plans based on this assumption.

The teachers will likely turn in plans that need to refined with an emphasis on establishing the SBLO's, the instructional cycle of direct instruction, the emphasis on guided practice, and the emphasis on independent practice. Included will clearly articulate expectations for formative, and if pertinent, summative assessments.

The lesson plans will be clear in how and when the curriculum is being utilized. This is vital to the success of the learning and is used in future steps to evaluate the effectiveness of the curriculum and its alignment to the standards.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
9. Routinely evaluate the data from all formative, summative and benchmark assessments to determine the effectiveness of curriculum being utilized.	School Principal, Campus Dean, and all teachers Relevant SPED, ELL, and remediation (lower 25%) staff	August 2020 for the beginning-of-year assessment. Continues daily for in-class tests. Continues every three-six weeks for RTI assessments. Continues every quarter for corresponding NWEA assessments.	Data sheets relevant to each assessment that clearly outlines composite scores and growth scores (when applicable). Revisions to the curriculum or assessment models based on data. Detailed meeting notes between admin and the teaching staff that identify the possible issues in curriculum or the success of such.

Process for Implementing Action Step

Starting in August and continuing every 3-6 weeks, depending on the class, the School Principal and

Campus will meet with teachers and specialized staff to evaluate the data from all assessments. Many of these assessments, during these increments, are directly provided from or based on the curriculum being used. The intervention responses will be addressed in the assessments section. However, formative assessments derived from the curriculum will be looked at closely. Additionally, the evidence of learning from the assessments will be used to investigate the potential of the curriculum for assisting or hindering the learning process. Meeting notes will be in place that identify a thorough, student-by-student review, of data derived from curriculum.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
10. Ensure constant implementation of the curriculum as it aligns with the curriculum program, curriculum plan, teacher visits, classroom observation, evaluations, lesson plan reviews, and professional development trainings.	School Principal, Campus Dean, and all teachers Relevant SPED, ELL, and remediation (lower 25%) staff	Starts in August 2020 and continues weekly, based on the specific item being implemented, and reviewed quarterly. Teacher visits, lesson plans and PD are weekly. The other items are routinely provided. Continues every quarter for corresponding NWEA assessments and state standardized tests.	Clearly aligned matching of pacing guides with curriculum and objectives with the lesson plans and the actual learning of objectives evidenced during the visits, observations, and evaluations. Detailed meeting notes between admin and the teaching staff that identify the possible issues in curriculum or the success of such.

Process for Implementing Action Step

Starting in August the School Principal and Campus Dean will meet with teachers and specialized staff to ensure the evaluated data from the previous step is actually being implemented. This step is to ensure the monitoring of data is not the end point, but results in the fluid transition of implementing the curriculum per the specific goals and objectives of each teacher. This will start at the beginning of the year and continue weekly, based on the specific item being implemented, so nothing is missed or forgotten. Evidence will be found in the notes from visits, quarterly observations, and PD meetings as they occur.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
11. Evaluate the curriculum based on the review of data in step 9 to determine if there is a misalignment between the curriculum and the ability of students to meet required standards.	School Principal, Campus Dean, and all teachers Evaluation reports will go to the Board Relevant SPED, ELL, and remediation (lower 25%) staff	Informally will start in August 2020 but formally will start in late December or early January 2021 due to leaders having access to two data points that measure the growth of the students relative to the standards. Continues every quarter for corresponding NWEA assessments and state standardized tests.	NWEA Class Reports and Quadrant Summary reports will provide an initial exposure of gaps in learning relative to the standards. Revisions to the curriculum or assessment models based on data compiled from the tests. Detailed meeting notes between admin and the teaching staff that identify the possible issues in curriculum or the success of such.

Process for Implementing Action Step

Step 10 is in place to ensure the data evaluation of step 9 is implemented. Step 11 is in place to evaluate the curriculum based on the data evaluation of step 9. The School Principal, the Campus Dean, and all relevant teaching staff will participate in this process starting with opening of the school but the first opportunity to measure and evaluate two benchmark data points will be at the end of the first semester. Thus, this will be the first time to evaluate the curriculum, based on data, and this will continue from this point and take place with the addition of each benchmark data point. Evidence will be found in the data collected for benchmarks, data collected for specific subgroups, reports outline strategies or changes to curriculum. All evaluations of curriculum will include reports to the governing board too.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
12. Make adjustments and revisions to all curriculum	School Principal, Campus Dean, Special Education staff, ELL	Quarterly	Revised schedules, calendars, unit plans or lessons plans that

<p>resources being implemented to continually ensure alignment to learning objectives, with special attention given to subgroups such as SPED and ELL to ensure their needs are specifically met by the curriculum.</p>	<p>staff and all teachers</p>		<p>demonstrate a clear correlation between student data and the curriculum being revised. Proper documentation of Board approval.</p> <p>Detailed meeting notes that identify data driven decisions for the possible need to revise.</p>
---	-------------------------------	--	--

Process for Implementing Action Step

The School Principal, Campus Dean, SPED staff, ELL staff, and teachers will make decisions regarding the use of curriculum. If it is determined that curriculum, parts or the whole, hinder the ability of the students to learn the standards then changes will be made. Due to the exhaustive process in the beginning this is not expected to happen that often, if at all. However, the staff will never become complacent and assume anything.

Decisions must be data driven with support from previous meeting, PLC or informal, that given validity to any changes that might be required. This can result in changes to schedules, lesson plans, curriculum remediation pieces, ELL resources, and other related resources. The frequency of this process will take place quarterly even if no change is made.

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Schedule summative assessments that provide data regarding the mastery of objectives by students and the	School Principal and Campus Dean	April 2020 and continuing annually within the same timeframe	School assessment calendar. General school calendar. NWEA digital setups in place and signed off by

Academic Systems Plan Template

effectiveness of curriculum.			the IT provider Calendars from the state regarding AZMerit, AIMS Science, and AZELLA
------------------------------	--	--	---

Process for Implementing Action Step

By April, the School Principal and Campus Dean will have identified the schedule for offering AZMerit, AIMS Science, and AZELLA tests. In addition, the school will provide NWEA benchmark testing during the first two weeks of school, the end of the first semester, and the end of the second semester.

Teachers will be given these schedules as soon as they completed but will be shared formally at the pre-service training in late July.

Special care will be given to students with prescribed modifications and accommodations based on individual student needs. These staff members will also receive the schedules in a timely manners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
2. Establish growth goals for all students based on previous performances on standardized tests and the previous year's tests for students previously enrolled in the school.	Campus Dean and all teachers	July 2020 and annually thereafter	Formalized list with documentation and relevant data that supports the growth goal expectations clearly. Formal, digitally based "student tracker" that shows all relevant data.

Process for Implementing Action Step

By July 2020 there will be a digitally shared "student tracker" provided to relevant staff. This tracker will provide established growth goals for the year in English and Math for each student. It will take into account previous data, if available, from previous benchmark or state tests. This data will drive initial interventions and throughout the year can be updated accordingly to revise the intervention process at a macro-level.

Timing and revisions will be flexible for ELL and SPED students due to the fluid nature of growth goals established by teams that are not bound to traditional schedules and pacing.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. Provide a detailed strategy for the School Principal and	School Principal, Campus Dean, and all teachers	July 2020 and annually thereafter	Formalized strategy that details the manner with which staff will

Academic Systems Plan Template

Campus Dean to analyze student data that aligns with the state standards and Scholars Academy learning objectives.			view data from NWEA and state assessments.
--	--	--	--

Process for Implementing Action Step

It is not enough to simply have calendars that hold staff accountable to the “when.” It is vital that a “how” strategy is in place for analyzing data and student learning. The School Principal and the Campus Dean will finalize a strategy in the first year and it will be revised each July. This strategy will take into account the data from NWEA and state assessments, such as AZELLA, to ensure students are learning. The strategy will involve an alignment check between NWEA scores and the AZ Merit scores so that the ultimate goal is the scoring and growth on AZ Merit specifically.

This strategy will be provided to teachers, and SPED/ELL staff, during the pre-service training.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
4. Finalize NWEA assessment schedule for all teachers and students that include the corresponding procedures for testing implementation and analysis of data.	School Principal, Campus Dean, and Operations Manager	July 2020	The agreed upon school calendar will have identified clearly the assessment testing windows prior to being presented during the summer intensive trainings. Students computers are synced to NWEA portals.

Process for Implementing Action Step

This step is similar to step 3 but with a special emphasis on the internal benchmark assessments provided by the school for students. The emphasis is on “finalizing” the schedule and this will be done every July by the School Principal and Campus Dean. The Operations Manager is included as a responsible party due to the IT sensitive nature of this assessment. It will require all computers to be updated and synced with the NWEA portal and the student data found within.

This step is important because the admin staff must have aggregated data but the schedule is going to allow for yearly, or even seasonal, comparisons of data.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
5. Engage students in a daily or weekly	Teachers (monitored by	Daily, during the school	Observable and easily identified during

Academic Systems Plan Template

<p>“check for understanding” to ensure student growth in the immediate lesson objectives that are aligned to state standards.</p>	<p>the Campus Dean)</p>	<p>year</p>	<p>visitations, observations and evaluations. Detailed meeting minutes and training slides showing all teachers were properly trained by the Campus Dean on this step.</p>
---	-------------------------	-------------	--

Process for Implementing Action Step

Scholars Academy Sunnyslope will be viewing “checks for understanding” as a vital assessment. This will take place throughout every single day and lesson. However, the initial training will be during pre-service and the coaching for this skill will be continuous. The model for this is based on “Teach Like A Champion” resources and are adjusted to the needs of the school and the staff.

Special attention will be placed on visitations to the classroom that show the checks are aligned to standards listed on the board when academically relevant.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
6. Administer weekly, formative assessments in each classroom to monitor the academic growth of students that did not obtain mastery on previous math benchmark assessments. Students in level 2 RTI will engage in a supplemental assessment.	Teachers (monitored by the Campus Dean)	Weekly during the school year	Completed and graded assessments developed by the teachers are provided by the math resources utilized. Samples of these assessments will be available for the School Principal or the Campus Dean to verify alignment to state standards. Data sheets and observation notes from admin that identify alignment.

Process for Implementing Action Step

Formative assessments will be provided daily and weekly but turned in weekly to the Campus Dean. This will allow the admin staff to properly vet the learning of objectives and not the teaching itself. The belief is that all good instruction results in good learning. The Campus Dean will be able to follow up when necessary to coach if the data is not showing proficiency or mastery of standards.

Academic Systems Plan Template

The goal is to have teachers identify the learning, the evidence, and the response. The students entering into RTI 2 will engage in supplemental assessments accordingly.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7. Review and engage in a continuous analysis of student achievement based on the NWEA and leveled RTI curriculum assessments. Special attention paid to subgroups such as SPED and ELL.	Campus Dean, Special Education staff, ELL staff and all teachers	Every three to six weeks and following each benchmark assessments.	Copies of all assessment scores and comparisons to previous scores in a format provided by the assessment source. Additional documentation developed by Scholars Academy that streamlines all assessment scores onto individual student data cards.

Process for Implementing Action Step

The hallmark of the Scholars Academy academic success will be the constant review of data that supports interventions to all students. This includes, but is not limited to, the RTI 2 students, the SPED students, and the ELL students. All assessments are not taking place at the same time but for the most part this will take place every 3-6 weeks based on grades, classes and units being provided by teachers.

Data is vital so the unit tests and NWEA data will be combined to give a comprehensive view of the learning at both the micro and macro levels.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
8. Provide and engage in grade level meetings and/or PLC teams to review all formative assessment data to ensure all classrooms in each grade are progressing students according to establish baseline	PLC teams and corresponding teachers	Weekly, starting the first of every school year	Data score sheets that summarize grade level and class specific information. Completed and signed PLC action items list for each meeting that identifies deadlines and responsible parties. Calendars that clearly identify PLC meetings.

Academic Systems Plan Template

expectations.			
---------------	--	--	--

Process for Implementing Action Step

The admin staff will give the previously created PLC teams a schedule to meet. This is the time for these staff members to review all relevant data on a weekly basis. PLC teams can include grade levels teams but also include SPED and ELL teams too. It is expected that the RTI 2 remediation students will have data covered in the grade level meetings as well.

Once again, the emphasis is on data driven decisions so the PLC teams will bring their previously obtained data sheets and student trackers with them to the meetings to anchor the discussions.

Teachers are not limited to the PLC team meetings to discuss data. If necessary, emergency meetings can be called but for the most part it is important for a pattern of weekly analysis to occur without interruption.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
9. Document data findings and reviews for all students, classrooms and grades in the form of “data binders” for teachers and a “data wall” for administrators and staff in general.	Campus Dean, all teachers, and the Operations Manager	Every six weeks and following any changes in data	Data score sheets placed in easily accessible binders that provide a chronological understanding of data for all assessments. Binders will become computer based in year 2 as the school enhances its network capabilities through School Master.

Process for Implementing Action Step

The Campus Dean and relevant teachers will gather data and then react to data. This will take place every 3-6 weeks based on the needs of students in a given week. However, the results of these PLC meetings must establish a new starting point for the data plans. The digital version of this is the “student tracker” but the comprehensive collection of hard copy data and detailed strategies will be changing constantly so the school will use data binders to assist in the collection and securing of data for individual students and classes. This information will be summarized for all stakeholders in the form of “data wall” that can highlight growth and proficiency. Note: no personal student info will ever be made public during this phase.

All SPED/ELL staff will also be able to collect data. SPED will have compliance requirements that result in SPED folders and these will be the place where hard data is kept for future use and accessibility apart from the data binders. No SPED data will be made available to anyone not authorized to access relevant information.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
10. Identify changes to the level 2 and level	Campus Dean and all teachers	Every three to six weeks	Completed Student Action Plans that

Academic Systems Plan Template

<p>3 RTI intervention groupings for ELA and Math specifically based on student mastery of established state standards and Scholars Academy learning objectives.</p>			<p>identify initial scores and strategies required to improve achievement.</p> <p>Plans will develop throughout the year to include milestones or achievements that would warrant advancement out of the RTI leveled interventions.</p> <p>Correspondence and/or meeting notes that clearly communicates identified changes</p>
---	--	--	---

Process for Implementing Action Step

Upon finishing data binders and data walls the Campus Dean will have the teachers simply document and identify any changes. This is vital to ensure that all aides/interventionists, not included in the strategic process, are now included on the actual changes. Often times a school will struggle with the implementation of strategies due to a lack of clearly identified remediation and enrichment strategies. Scholars Academy will require all changes to be communicated, regarding the English and Math subjects especially.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>11. Develop and adjust Student Action Plans (“SAP”) that ensure instruction and learning is differentiated and appropriate intervention strategies are identified.</p>	<p>Campus Dean and all teachers</p>	<p>Weekly as needed, every six weeks following changes in data</p>	<p>Formalized Student Action Plans for students that are updated a minimum of every six weeks.</p> <p>Eventually, this information will be evidenced and applied to the Student Tracker</p>

Process for Implementing Action Step

The Campus Dean and teachers, along with SPED/ELL relevant staff, will take holistic data from grades and classes and create Student Action Plans that ensure instruction is differentiated. SPED and ELL students will all plans that are unique. Other students will have plans that unique to them but might be similar due to data results.

This will take place every six weeks when needed. It will not be uncommon to have no changes applied but regardless they will

Academic Systems Plan Template

be considered so that nothing is assumed for each individual student.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
12. Evaluate the overall process of analyzing student data that includes a review of comparative data from previous years when applicable.	Board of Directors, School Principal and the Campus Dean	June and annually thereafter	Formalized summary of surveys from appropriate stakeholders that identify areas of improvement for the entirety of the strategy. Data reports and binders from the previous two years. Digital access to the Student Tracker

Process for Implementing Action Step

Every June, the Board will meet with the School Principal and the Campus Dean to evaluate the effectiveness and efficiency of the prescribed strategy for assessment analysis and response. The meeting will be based on the data that illustrates baseline expectations were met or exceeded. If not, the strategy will be revised and the board will expect the two staff members to identify the changes required and formulate the new strategies.

Board members will have access to data in order to inquire and may choose to utilize a survey from relevant stakeholders to compliment the end-of-year data as well.

It is possible that this meeting will be in the form of a retreat so that ample time is given to the academic data. This also ensures the Board will have an annual opportunity to really “dig” into the data and can be used to properly evaluate the School Principal’s effectiveness too.

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
-------------	-----------------------	-------------------------	----------------------------

Academic Systems Plan Template

<p>1. Finalize and implement a school calendar and daily schedule that enables students to receive instructional minutes in ELA and Math that are greater than required by the state.</p>	<p>Board of Directors, School Principal, and Campus Dean</p>	<p>January 2020 and annually thereafter</p>	<p>Formalized calendar and daily schedule template, approved by the Board, that clearly establishes an aggressive schedule that allows for additional minutes in ELA and Math.</p> <p>Board Minutes that clearly identify, when applicable, that this is a formal decision of the Board and Principal.</p>
---	--	---	--

Process for Implementing Action Step

Scholars Academy is committed to "time on task." Thus, the school board will meet with the School Principal, with input from the Campus Dean, to solidify a calendar and daily schedule that allows for my instructional minutes in ELA and Math than required by the state. This will involve a clear understanding of the minimal requirements and then the adding accordingly. Realistically, the model described in the Program Instruction already accounts for this but will be annually reviewed to always be cognizant of possible changes at the same level. The January board meeting will be the normal time for discussing this among the relevant staff. Special attention will be paid to the flexibility in schedule to be compliant with regards to SPED minutes and ELL requirements.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
2. Develop a staff handbook that includes clear expectations for the development of lesson plans that is consistent with in-person training.	Board of Directors, School Principal, and the Campus Dean	March 2020	Formalized staff handbook adopted by the Board. Board minutes that clearly identified the decision to adopt the handbook proposed.

Process for Implementing Action Step

By March of each year the board will develop and finalize a staff handbook that will be used for formalize the expectations on all things, especially instruction expectations. This will enable the staff to provide a future training that aligns with the handbook to ensure consistency.

The instructional expectations will include information on the timing of pacing guides, lesson plans, and assessment schedules. It will include an expectation for the instructional cycle deemed most appropriate to enhancing academic growth. Furthermore,

Academic Systems Plan Template

this handbook will provide professional expectations that have cursory impact on the core academic model.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. Provide feedback regarding the progress and alignment of all curriculum plans and teacher created assessments to ensure alignment to state standards.	Campus Dean and all teachers	August 2020 (continues on a weekly basis during the first quarter once a month starting the second quarter.)	Documentation of meeting between the Campus Dean and each teacher that clearly identifies approval of curriculum plans and in-class assessments. Emails that have the lesson plans submitted by staff a week in advance of expected implementation.

Process for Implementing Action Step

The teachers, including SPED and ELL staff, will give the Campus Dean lesson plans on a weekly basis. The Campus Dean will in turn give feedback to each staff member, on a weekly basis in quarter 1, and as needed in future quarters (at least monthly). This feedback will ensure the planning that precedes instruction is aligned to the pacing guides and standards.

Teachers are coached based on how well they complete these plans and this is supported by academic data that illustrates growth and proficiency measures are being achieved. Additionally, these plans will take into account all formative and summative assessments in the form of real data and not just goals.

Feedback is absolutely vital to this process and it can come in the form of an email or personal visit. The goal is to have alignment of all instructors with all standards no later than the end of the first quarter, as evidenced by months of this pattern taking place.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
4. Conduct visitations on a bi-weekly basis that allows for input regarding the alignment of instructional practices and the implementation of curriculum to the state standards and Scholars Academy learning objectives.	Campus Dean and all teachers	August 2020 (starts the first week of class and continues every two weeks)	Documentation of visitation signed by the Campus Dean that highlights positive displays of Scholars Academy aligned expectations. (Quarterly observations will provide more detailed findings)

Academic Systems Plan Template

			including suggestions)
--	--	--	------------------------

Process for Implementing Action Step

The Campus Dean, and at times the School Principal, will engage visitations to all academic staff to ensure the actual instruction is consistent with the Scholars Academy model. This starts in August 2020 during the first two weeks and continues bi-weekly, or as needed, based on the staff member. This will include visits with all remediation (lower 25%) staff, SPED staff, and ELL staff too.

The visitations will look for SBLO's and engagement percentages. These are two immediate things that can be seen to diagnosis potential gaps in the instructional effectiveness of the teacher. There will documents that are used, sometimes in the form of a formal email or a digital tracker, that can provide consistent notes that will allow for ease of understanding for staff.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
5. Conduct quarterly, formal observations that provide a more exhaustive and detailed collection of data that continues to align instruction practices and curriculum implementation accordingly.	School Principal, Campus Dean and all teachers Relevant remediation, SPED, and ELL staff	Each quarter and scheduled according to the teacher	Formalized documentation of evaluations signed by both the Campus Dean and the teacher. Provides direct input regarding all aspects of instruction as it relates to student progress and Scholars Academy values. Schedule of meetings, with notes, between the Principal and the staff member within a week of observation.

Process for Implementing Action Step

Every quarter, starting in October 2020, and continue on there will be a formal observation that is aligned to the language of the visitations and the final evaluation. This extended visit will enable the School Principal and Campus Dean to engage in a more thorough observation of many things, especially standards aligned instruction.

All relevant remediation, SPED, and ELL staff will also receive an observation. These notes are taken into consideration for the evaluations. Within a week of the observation the admin will meet with the staff member to discuss the specifics and identify areas of growth. This info will be used for future coaching and mentoring described in the final section.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
6. Conduct formal	School Principal,	Final month of the	Formalized evaluation

Academic Systems Plan Template

<p>teacher evaluations once a semester that includes a pre-conference meeting, post-conference meeting and professional teacher growth plans.</p>	Campus Dean, and all teachers	school year	signed by the School Principal, the Campus Dean and each teacher. Includes documentation of pre-evaluation conference, post-evaluation conference and professional growth plans.
---	-------------------------------	-------------	--

Process for Implementing Action Step

At the end of the year the School Principal and Campus Dean will do a formal evaluation for each teacher and relevant remediation, SPED, and ELL staff. This will mirror the observation rubric but will take into account the formal growth and success of the teacher for the year. It will include data from benchmark and state assessments, if available.

The difference between this and the observation is the inclusion of a formal pre-meeting post-conference to clearly identify the entire year's worth of data from data, visits, and observations coupled with the final lesson review. These documents are going to appear in the formal personnel file for each staff member and used for the year-to-year professional development of these specific staff members.

The conclusion of this is the written Professional Teacher Growth Plan that will be comprehensive in its growth but also in acknowledging areas of strength.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7. Identify instruction success based on learning objectives for students in subgroups, such as SPED and ELL	School Principal, Campus Dean, Special Education staff, ELL staff, and all teachers	End of each quarter but flexible to occur daily if a student is identified in need immediate attention	Updated documentation and data regarding the student's success in ELL classrooms, when relevant, and/or progress form SPED staff regarding alignment to IEP requirements. Student trackers are updated along with data binders when applicable. Visitation and observation notes when applicable.

Process for Implementing Action Step

The recurring theme of instruction for Scholars Academy Sunnyslope is learning outcomes. The measure of good teaching is good learning. Thus, the instructional effectiveness of staff will take into account a quarterly review of data and aligning it to the visitation and observation notes gathered throughout the year. The School Principal will oversee the work of the Campus Dean in tabulating data and matching this data with the visits and observations.

All subgroups such as remediation (lower 25%), SPED, and ELL staff will be included with their respective data points and similar visits and observation notes. This is also vital to the future evaluation of standards alignment mentioned in the first section on curriculum.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
8. Engage all staff in providing feedback via surveys and personal meetings to better evaluate the process to improve their ability to deliver instruction that increases learning.	School Principal, Campus Dean and all teachers	End of each semester (January and May)	Copies of paper surveys and documentation of personal visits, at the request of teachers that identify areas of improvement. Visitation, observation, and evaluation notes when applicable. Data binders and student tracker information for quick reference.

Process for Implementing Action Step

Every January and May the School Principal will have two formal visits with all staff on the instructional team. This includes the remediation (lower 25%), SPED and ELL staff. The meetings will be scheduled in advance, the post-evaluation meeting would be considered the May meeting, and the staff will have an opportunity to discuss all aspects of instruction and student data.

The emphasis of this meeting is enhanced with a desire to engage staff in providing feedback on this process as a compliment to the existing visits. Thus, there will be surveys given out in early December and May to compliment these talks. Staff will be given an opportunity to speak into these processes.

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:

Academic Systems Plan Template

- 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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Provide a formal introductory training to new staff members called "Foundations" that clearly articulates the vision, mission and values of the school and how these influence the academic strategic plans.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	Continuous as new staff are hired throughout the year but will take place initially in July 2020 The Board will have a preview of this training in June each year	Staff members will sign a document that verifies completion of the training and is signed by the appropriate administrator. In addition, the document will list the topics covered in the training.

Process for Implementing Action Step

All staff will participate in an exhaustive introduction to the school, the vision, the mission, the values, the models, and the procedures, the staff, and the culture. This includes the board members and all adults involved with the school. This class is called "Foundations" and will be offered initially during the pre-service and then provided on-going as needed for new staff or to remind existing staff of the importance of these components.

The training will include an emphasis on the remediation (lower 25%), SPED, and ELL models that are a priority for the school. The School Principal will provide the training but all are required to attend.

Board Members will receive an early version of this each June in lieu of attending the pre-service. This also allows the board to speak into the training since they are responsible for the content and the alignment of the School Principal to this need.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
2. Provide annual two-week summer trainings for all teachers that includes Core Knowledge and its alignment to the ACCRS.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	July 2020 and continues annually	Staff members will sign a document that verifies completion of the training and is signed by the appropriate administrator. In addition, the document will list the topics

Academic Systems Plan Template

			covered in the training.
--	--	--	--------------------------

Process for Implementing Action Step

During the pre-service the School Principal, Campus Dean, and relevant leaders will give a training on Core Knowledge and its alignment to the standards, pacing, and assessments. The training takes place in July 2020 and will continue thereafter each year. All teachers will go through this each year but veteran staff will be asked to help provide the training as needed.

The remediation (lower 25%), SPED, and ELL staff will all be involved in the variations of the CK scope and sequence to ensure that the intent for knowledge based skills is still implemented but adjusted accordingly.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. Train teachers during the two week pre-service on the Scholars Academy approach to direct instruction, steeped in Bloom's Taxonomy and with an emphasis on collaborative learning. Additional training will be provided on differentiating instruction utilizing other best practices specific to the unique content and preferences of each teacher.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	July 2020 and continues annually	Staff members will sign a document that verifies completion of the training and is signed by the appropriate administrator. In addition, the document will list the topics covered in the training.

Process for Implementing Action Step

Once again the pre-service will be a vital training time. The School Principal will be providing, along with the Campus Dean, formal trainings on the direct instruction, guided practice, independent practice instructional cycle. This will include a special emphasis on Bloom's Taxonomy to bolster the rigor and relevance of instruction that is strategic to the students.

This training occurs in late July. Additionally, the remediation (lower 25%), SPED, and ELL staff will apply this training to their respective students and objectives as applicable. The instructional cycle mentioned here is directly aligned with the analysis pieces (aka curriculum samples) and represents the consistent inclusion of a set instructional model.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
-------------	-----------------------	-------------------------	----------------------------

Academic Systems Plan Template

<p>4. Provide additional training during each summer that covers all established assessment schedules and the process for implementing additional teacher assessments to continue student achievement aligned to state standards and the Scholars Academy learning objectives for each grade.</p>	<p>School Principal, Campus Dean, SPED staff, ELL staff, and teachers</p>	<p>July 2020 and continues annually</p>	<p>Staff members will sign a document that verifies completion of the training and is signed by the appropriate administrator. In addition, the document will list the topics covered in the training.</p>
---	---	---	--

Process for Implementing Action Step

The School Principal and Campus Dean will cover the assessment schedules at length during the July pre-service. It will include information on the AZ Merit test, AZELLA test, AIMS Science test, and the school's NWEA assessment schedule. All schedules will be aligned to the previously decided pacing guides.

Special attention will be placed on the scheduling of remediation (lower 25%) intervention schedules, both daily and weekly. Plus, the SPED and ELL staff will have met previously regarding their needs and this training will secure those needs and align with the general education staff.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>5. Train all teachers on the Scholars Academy methods for analyzing and responding to student data based on the assessments.</p>	<p>School Principal, Campus Dean, SPED staff, ELL staff, and teachers</p>	<p>July 2020 and continues annually</p>	<p>Staff members will sign a document that verifies completion of the training and is signed by the appropriate administrator. In addition, the document will list the topics covered in the training.</p>

Process for Implementing Action Step

In July of each year the School Principal, along with the Campus Dean, will train the staff on the model for analyzing academic data and responding with remediation and enrichment. This training is vital to the growth and proficiency scores of the students. The training will be included in the pre-service training along with all of the other listed training sessions provided up to this point.

Academic Systems Plan Template

The remediation, SPED, and ELL staff will be included and will take into account the IEP and 504 plans that might already be in place. The general education staff will be given feedback from these subgroup staff to ensure alignment and compliance requirements are met.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
6. Provide training that details the established rubric for evaluating teacher performance as it aligns to the mission of the school.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	July 2020 and continues annually	Staff members will sign a document that verifies completion of the training and is signed by the appropriate administrator. In addition, the document will list the topics covered in the training.

Process for Implementing Action Step

The School Principal will give all staff the rubric used for evaluations. This training and overview will take place in the pre-service training that occurs each year at the end of July. This will include a review of classroom culture, professional responsibilities, instructional alignment, data analysis, assessment scores, and student engagement.

This capstone of the pre-service allows staff to see the culmination of the other trainings and includes adjustments for staff with special or unique responsibilities working with SPED and ELL students.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7. Provide summer training to all teachers regarding implementation of curriculum and instruction policies that align with the state standards.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	July 2020 and continues annually	Completed training evidenced by signed documentation. Copies of completion placed in teacher personnel file.

Process for Implementing Action Step

The School Principal, and the Campus Dean, will train teachers in late July on the implementation of curriculum and instructional policies that align with the state standards. These policies are more formal and aligned to the staff handbook than just a training on the pedagogy. This training will be specific to the "how" of implementation.

All remediation, SPED, and ELL staff will have time to cover any and all adjustments that might happen as a result of unique modifications or accommodations.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
8. Engage teachers in the Scholars Academy professional growth strategy based on weekly visitations, quarterly observations and annual evaluations.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	August 2020 and continues weekly, quarterly, and annually	Personnel files will be updated with formal documentation of all visitations, observations and evaluations. Staff schedules will reflect the actual meeting dates and times as they are created.

Process for Implementing Action Step

Upon finishing the exhaustive pre-service training sessions, the staff will receive follow ups from the previously described visitations, observations, and evaluations. The summer pre-service is proactive in nature. These training times are more reactive and responsive to allow for follow-up growth.

Depending on the need and staff member it will be led by the School Principal and/or the Campus Dean. The frequency is also flexible based on need and staff member.

There will be an emphasis on meeting with the remediation, SPED, and ELL staff during these follow-up meetings.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
9. Engage teachers in formal coaching with the School Principal, Campus Dean and lead teachers. Provide teachers with professional growth strategies specific to increasing student mastery of standards and objectives through enhanced instructional practices.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	August 2020 and continues weekly, quarterly and annually	Professional growth plans will be provided to every teacher and maintained by the Campus Dean. The evaluations and corresponding documents will be placed in teacher's personnel file. All visitation and observation forms will be kept on file with the Campus Dean in a locked cabinet.

Academic Systems Plan Template

Process for Implementing Action Step

Starting in August of each year the School Principal, Campus Dean, and possibly lead teachers will meet with other teachers to be formally coached on a specific skill. This is based on data that is accumulated over days, weeks, or months. The frequency depends on the staff members but cannot start until two weeks of data are in place. This too is a reactive training/PD plan for staff.

Remediation, SPED, and ELL staff will engage with the School Principal and Campus Dean as well to ensure the students being served are receiving the best possible service and are equally considered among their peers.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
10. Provide a weekly meeting for PLC's to meet, analyze data and adjust plans to provide more efficient teaching strategies for the students.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	August 2020 and continues weekly	Teachers will complete PLC meeting forms that detail action items, deadlines and identification of responsible parties. Student trackers and data binders when applicable.

Process for Implementing Action Step

The Campus Dean, with occasional help from the School Principal, will oversee the proper execution of PLC meetings that are assigned. This will start in August 2020 and continue weekly during school years that follow. There will be a formal template used to drive the meeting with established norms and expectations. The leader of each PLC, likely the Campus Dean, will ensure that all dialog is relevant.

These meetings will include the remediation, SPED, and ELL PLC teams that were also previously established. Adjustments to the template can be made as necessary but the overall intent of the PLC teams will be data based with a strategy outcome requirement.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
11. Provide twelve all-staff professional development trainings that increase the capacity for teachers to increase student achievement.	School Principal, Campus Dean, SPED staff, ELL staff, and teachers	August 2020 and continues every three weeks during the academic school year	Teachers will receive a formal certificate of completion that identifies continuing education hours, if applicable, and signed documentation of staff members in

<p>Topics include but are not limited to:</p> <ul style="list-style-type: none"> • Campus Safety • Policies and Procedures • Vision, Mission, and Values Review • Correlation between Curriculum and Assessments • Instructional Strategies review from summer PD • Behavior Management best practices • Technology • Teacher evaluation rubric reviews • Data analysis • Cross-curriculum implementation • MOWR Compliance and strategies • Subgroup Strategies 			<p>attendance.</p> <p>Calendars that clearly articulate these training days and coincide with early release days for students.</p>
--	--	--	--

Process for Implementing Action Step

Starting on the third Friday of the school year there will be twelve all-staff training developments. This will coincide with student early release days. The likely leaders will be the School Principal, Campus Dean, and special guests when applicable. The topics will cover anything viewed as universally relevant are based on the visitations and observations. Plus, data from assessments will drive these development days. The focus and intent is to have one topic covered per session so long as it is vision, mission, and value based. The goal is to constantly improve the safety, well-being, and academic success of the students first.

All considerations will be given to ensure that at least 1/3 (or four total) of the development days are used to enhance the entire staff on matters related to remediation, SPED, and ELL specifically.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>12. Monitor the implementation of adjustments made during previous PD sessions with regards to subgroups and create provide new PD based on data from ongoing assessments.</p> <p>Subgroups monitored include the following:</p> <ul style="list-style-type: none"> • Ethnic • Gender • Lower 25% • SPED • ELL • FRL 	School Principal and Campus Dean, SPED staff, ELL staff and teachers	Starts in August 2020 with the first benchmark assessment but continues during weekly PLC meetings, as needed, the half-day all staff PD meetings, when new data is available, and continues into all teacher development meetings and summer trainings.	<p>Reports and data analysis forms that are broken into the subgroups.</p> <p>Notes and strategies for addressing and responding to the data.</p> <p>Agendas for large group PD meetings that clearly articulate the process for responding to specific subgroup data.</p> <p>Student trackers and data binders.</p>

Process for Implementing Action Step

The school will provide a specialized emphasize on monitoring academic (and other related) data for all subgroups in the school that include, but are not limited to: Ethnic, Gender, Lower 25%, SPED, ELL, and Freed/Reduced Lunch recipients. The staff that participate in this step are the School Principal, Campus Dean, the SPED staff, the ELL staff, and the teachers. This is a continuous process since data from each subgroup can and will be available at different times based on assessment windows. Times for acting on this task are during weekly PLC meetings, individualized coaching sessions, and the all campus professional development days. Evidence of this task being completed will be cross analyzed data charts that compare and provide data based on the identified subgroups listed. This step will entail the updating of and documentation of student trackers and data binders.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
13. Evaluate and revise the professional	Board of Directors,	June 2021 and	Formalized report that

development process.	School Principal and Campus Dean	continues annually	identifies concerns, suggestions or observations relevant to the process of providing professional development. Student trackers and data binders.
----------------------	----------------------------------	--------------------	---

Process for Implementing Action Step

There are 12 action steps included in this process thread that the Board of Directors, with help from the Principal and Dean, will determine if there are changes required to these steps. If the board evaluates and decides to revise the process it will be based on academic data primarily and considerations of other factors as presented. This will take place in June 2021, following the first year, and then will be evaluated accordingly each year after.

A.6

Instructional Analysis

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	<p>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.).</p>
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.	<p>Student targets:</p> <ol style="list-style-type: none"> 1. Identify the group that has greater when comparing two groups of objects 10 or less. 2. Identify the group that has less when comparing two groups of objects 10 or less. 3. Identify equal groups of objects up to 10.
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.	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <p>K.CC.B.4 <i>Understand the relationship between numbers and quantities; connect counting to cardinality.</i></p> <p>K.CC.B.5 <i>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</i></p> <p><i>How prior knowledge will be used:</i></p> <p>-Prior knowledge is essential because students must connect objects to quantities before they can compare objects.</p> <p>-Students must be able to effectively count a group of objects up to 10 before being able to connect and compare them</p>
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.	<p>Shared Inquiry:</p> <ul style="list-style-type: none"> -Instructor will have students use two-colored counting chips and place groups on their desk: 4 yellow, 3 red Students will be placed with strategic partners and describe the groups to one another. Process will repeat with following number sets: 2 yellow, 6 red; 1 yellow, 8 red; 5 yellow, 5 red -Instructor will have students continue comparing groups of two-colored counting chips with their partner until instructor has checked for 100% participation <p>Direct Instruction:</p> <p>Essential Question: <i>Introduce the essential Question(s):</i></p> <ol style="list-style-type: none"> 1. Which group is greater? 2. Which group is less? 3. How do I make an equal group? <p>Big Ideas: <i>Introduce the big idea:</i></p> <p>-A group is greater when it has more.</p>

-A group is less than when it has fewer.

-Equal groups have the same quantity.

Vocabulary:

The vocabulary tied to the Learning Targets is:

- a. Greater
- b. Less
- c. Equal

-Teacher will review previously learned vocabulary and directly instruct new vocabulary by defining each vocabulary word in the Learning Target. Instructor will circle each vocabulary word in Target and students will assist in developing the definition using prior knowledge and guided practice from instructor.

Guided Practice:

- Instructor will present vocabulary words with visual representation of each (greater, less, equal)*
- Instructor will model identifying the greater group by using two-colored counting chips and creating two groups: 3 yellow and 5 red*
- Instructor will put yellow chips on top of red, with 2 red remaining*
- Instructor will explain that the red group is greater because there are two red chips remaining*
- Instructor will explain that the yellow group is less because there are 2 less yellow than red*
- Instructor will show equal groups of chips and explain that an equal group has the same exact quantity*

Whole Group:

- Instructor will have students continue comparing quantities using two colored chips and comparing 2 groups (yellow, red)*
- Instructor will have students use 5 yellow chips and 7 red chips to compare groups*
- Instructor will have students point to group that's greater (7 red)*
- Instructor will have students point to group that's less (5 yellow)*
- Instructor will have students create equal group of yellow and red (5,5)*
- Instructor will have students use 9 yellow chips and 6 red chips to compare groups*
- Instructor will have students point to group that's greater (9 yellow)*
- Instructor will have students point to group that's less (6 red)*
- Instructor will have students will create equal group of yellow and red (9 red,9 yellow)*

Independent Practice:

- Instructor will have students use a picture of two different llamas and place a two colored counter chip on each white and black llama. Students will trace lines from an object in one group to match an object in the other group. Students will describe the sizes of the two groups. Students will identify the groups as equal because each llama has a partner, there are no extras.*
- Instructor will have students draw a line from an object in one group to match an object in the other group. Students will circle the group that shows the greater number of objects*
- Instructor will have students place a two-colored counter chip on each goat and pig. Students will trace lines from an object in one group to match an object in the*

other group. Students will describe the sizes of the two groups. Students will trace a circle around the group that's greater.

- Instructor will have students draw a line from an object in one group to match an object in the other group. Students will circle the group that shows the greater number of objects

- Instructor will have students place a two colored counter chip on each cow and sheep. Students will trace lines from an object in one group to match an object in the other group. Students will describe the sizes of the two groups. Students will trace a circle around the group that's less.

High Yield Instructional Strategies:

Teachers are required to implement instructional non-negotiable throughout their lessons. Effective implementation of lesson will require the following:

-Student engagement: 100% of students are engaged in completing tasks with high cognitive demand: instructor will provide 50% or less direct instruction and 50% or more of lesson will be student response/student work

-Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses

-Check for Understanding: the instructor observes or stops instruction in order to ascertain the proficiency level of each target per student

-Rigor: students are academically challenged and held accountable for completion of each learning target

-Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; assessment and objective are directly tied to each other

-Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery and to inform continued instruction

-Differentiation: teacher consistently uses data to design and drive instruction; strategies meet IEP and 504 plans; instructor will provide visual models in order to accommodate English language learners

Differentiation

Teacher will use a variety of methods to scaffold learning for students based on ability, language learners, interest, learning styles, etc. These may include:

-Picture cards

-Visual aides

-Sentence starters

-Choice menu

-Summarize/ repeat main parts

-Speaking slowly

-Small group instruction

-Collaborative learning opportunities

-Grammar/vocabulary/word wall

-Small group setting

For this standard the following methods would be recommended:

	<ul style="list-style-type: none"> -Students will be strategically partnered -Small group support during independent practice -Reduced quantities to count -Instructor-supported counted to promote one-to-one correspondence
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.	<p><u>Shared Inquiry</u></p> <ul style="list-style-type: none"> -Students will review previously learned vocabulary and directly instruct new vocabulary, repeating vocabulary words and providing visual supports for new vocabulary -Students will work with a partner to compare groups of two-colored counting chips and use new learned vocabulary to describe groups -Students will share discoveries with the whole group, instructor using new vocabulary to reinforce learning targets <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> - Students will be given task by the instructor; students will use math manipulatives to create 2 quantities and identify more/less/equal to (LT 1,2,3) - Students will create equal groups using math manipulatives (LT 3) - Students will point to greater group in order to ensure 100% engagement and understanding of vocabulary (LT 1) - Students will have every student point to less group in order to ensure 100% engagement and understanding of vocabulary (LT 2) <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> -Students will practice creating and identifying equal groups with provided images with instructor monitoring and assisting as needed (LT 3) -Students will practice creating and identifying greater groups with provided images with the instructor monitoring and assisting as needed (LT 1) -Students will practice creating and identifying equal groups with instructor monitoring and assisting as needed (LT 2) <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> -students may solve fewer problems - students may be strategically paired -students may work in small groups with the teacher - students may use math manipulatives to identify greater/less than/equal groups
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of the lesson. The following formative assessments are correlated to the learning targets:</p> <ol style="list-style-type: none"> 1. Students successfully identified the group that is “greater than” when comparing 2 groups with sums up to 10. 2. Students successfully identified the group that is “less than” when comparing 2 groups with sums up to 10. 3. Students successfully identify groups that are equal, with sums up to 10. <p>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets:</p>

	<p><i>Rubric for end of lesson assessment:</i></p> <p><i>1=minimally proficient-student does not demonstrate understanding of the skills taught with less than 70% accuracy</i></p> <p><i>2=partially proficient-student demonstrates understanding of some of the skills taught with at least 70-79% accuracy</i></p> <p><i>3=proficient-student demonstrates understanding of most skills taught with at least 80-89% accuracy</i></p> <p><i>4=Mastery-students demonstrate understanding of all skills taught with at least 90% accuracy</i></p>															
<p>6. Summative Assessment</p> <p>Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative assessment will be designed alongside the target objectives in order to ensure assessment completely supports objective. It will be provided in the end of unit assessment. The list items are for the portion of the assessment directly related to the learning standard of this lesson.</i></p> <p><i>The first 2 questions of the summative assessment will be vocabulary identification questions (identify less than/greater than) The next two questions will have students identify greater than/equal to. The final two questions will have students identify the fewer than group. The summative assessment will total 6 questions.</i></p> <p><i>The following rubric will be used to demonstrate proficiency level:</i></p> <table border="1"> <thead> <tr> <th><i>Proficiency Level</i></th><th><i>Grade: Kindergarten</i></th><th><i>Description</i></th></tr> </thead> <tbody> <tr> <td><i>Mastery</i></td><td><i>No questions missed</i></td><td><i>All 6 questions answered correctly, students correctly greater than, less than, and equal groups</i></td></tr> <tr> <td><i>Proficient</i></td><td><i>1-2 questions missed</i></td><td><i>Students missed 1-2 questions, concept missed will be and remediation given</i></td></tr> <tr> <td><i>Partially proficient</i></td><td><i>2-4 questions missed</i></td><td><i>Students missed 2-4 questions, concept missed will be and remediation given</i></td></tr> <tr> <td><i>Minimally Proficient</i></td><td><i>5-all questions missed</i></td><td><i>Student is demonstrating little to no understanding of intensive, targeted interventions will be addressed</i></td></tr> </tbody> </table>	<i>Proficiency Level</i>	<i>Grade: Kindergarten</i>	<i>Description</i>	<i>Mastery</i>	<i>No questions missed</i>	<i>All 6 questions answered correctly, students correctly greater than, less than, and equal groups</i>	<i>Proficient</i>	<i>1-2 questions missed</i>	<i>Students missed 1-2 questions, concept missed will be and remediation given</i>	<i>Partially proficient</i>	<i>2-4 questions missed</i>	<i>Students missed 2-4 questions, concept missed will be and remediation given</i>	<i>Minimally Proficient</i>	<i>5-all questions missed</i>	<i>Student is demonstrating little to no understanding of intensive, targeted interventions will be addressed</i>
<i>Proficiency Level</i>	<i>Grade: Kindergarten</i>	<i>Description</i>														
<i>Mastery</i>	<i>No questions missed</i>	<i>All 6 questions answered correctly, students correctly greater than, less than, and equal groups</i>														
<i>Proficient</i>	<i>1-2 questions missed</i>	<i>Students missed 1-2 questions, concept missed will be and remediation given</i>														
<i>Partially proficient</i>	<i>2-4 questions missed</i>	<i>Students missed 2-4 questions, concept missed will be and remediation given</i>														
<i>Minimally Proficient</i>	<i>5-all questions missed</i>	<i>Student is demonstrating little to no understanding of intensive, targeted interventions will be addressed</i>														
<p>7. Remediation</p> <p>Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in math. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey. Tier 3 interventions are for students still not responding to Tier 1 and Tier 2 interventions. Intervention in Tier 3 will be intensive, individualized, and need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small group settings.</i></p> <p><i>Procedures will be in place and specialists will be trained on how to implement Tier 3 interventions, as needed through the lesson as well as after the summative assessment. Teachers will use the results of their formative assessments to address</i></p>															

	<p><i>Tier 2 and Tier 3 interventions. Summative assessments will be used as collected data to create small groups of Tier 3 students in need of further intervention.</i></p> <p><i>For this standard:</i></p> <p><i>Remediation is given through instruction as well as when the summative assessment is submitted. Specialist or instructor, depending on demand and task, will provide remediation.</i></p> <p><i>Students that are not demonstrating mastery of this standard will receive the following remediation:</i></p> <ul style="list-style-type: none"> -one-to-one counting with blocks to reinforce counting -lower quantity to compare to sums of 5 -reinforce more/less/equal by displaying vocabulary cards with visual definitions
--	---

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: 1.Demonstrate understanding of the main idea, central message or lesson of a story when retelling a story. 2.Summarize key details (such as the beginning events, middle events, and end of the story events) when retelling a story. 3.Identify key details (such as conflict, characters, setting, problems and solutions) when retelling a 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.	<i>Knowledge and skills that students should master prior to meeting learning targets:</i> - <i>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</i> - <i>RL.K.2 With prompting and support, retell familiar stories, including key details.</i> - <i>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</i> - <i>1.RL.1: Ask and answer questions such as who, what, where, when, why, when and how about key details in a text.</i> - <i>1.RL.3: Describe characters, settings, and major events in a story, using key details.</i> <i>How prior knowledge will be used:</i> <i>-Instructor will have provided prior lessons to introduce key details/elements of</i>

	<p><i>story: beginning events, middle events, and end events</i></p> <p>-<i>Students demonstrate basic understanding of story elements by effectively illustrating introductions to main idea, central message, or lesson.</i></p> <p>-<i>Instructor has presented characters in previous lessons and students can effectively identify 1-2 characters per story</i></p>
<p>3. Instructional Plan</p> <p>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.</p>	<p>Shared Inquiry:</p> <p><i>Students will preview picture cards from story “Jack and the Beanstalk”; CKLA Grade 1 Domain 9: Fairy Tales</i></p> <p><i>Students will make predictions for events in the story based on illustrations; students will be placed with strategic partners to discuss predictions</i></p> <p><i>Students will share their predictions about text in whole group and provide support to their statements</i></p> <p>Direct Instruction:</p> <p>Essential Questions</p> <ul style="list-style-type: none"> -<i>What is the main idea or point of the story?</i> -<i>What is the central message of the story?</i> -<i>What is the lesson of the story?</i> -<i>What happened in the beginning of the story? What happened in the middle? How did the story end? (Key Details)</i> -<i>What was the conflict (problem) in the story? (Key Details)</i> -<i>What is the story setting? (Key Details)</i> -<i>How was the problem solved? (Key Details)</i> <p>Big Ideas</p> <ul style="list-style-type: none"> -<i>All stories have a main idea, central message or lesson that can be identified.</i> -<i>Stories have key details such a distinct pattern of beginning, middle, and end that can be identified</i> -<i>Stories have key details such as conflicts, with resolution at the end.</i> -<i>Stories have key details such as the setting, where the story takes place, and all stories have a setting.</i> <p>Vocabulary:</p> <p><i>The vocabulary tied to the Learning Targets is:</i></p> <ol style="list-style-type: none"> a. <i>Main idea (main point)</i> b. <i>Central Message</i> c. <i>Lesson</i> d. <i>Events</i> e. <i>Conflict</i>

f. *Setting*

-Teacher will review previously learned vocabulary and directly instruct new vocabulary by defining each vocabulary word in the Learning Target. Instructor will circle each vocabulary word in Target and students will assist in developing the definition using prior knowledge and guided practice from instructor.

Guided Practice:

-Teacher will introduce the task to the students: "Today's task is to identify key details by identifying parts of a story by drawing and writing the characters, conflict, and beginning event, middle event, and ending event."

-Teacher will present series of image cards provided by Core Knowledge Listening and Learning Grade 1 curriculum; from Domain 9, Lesson 8 Jack and the Beanstalk

-Teacher will model partner talk strategy: find assigned partner, sit "hip to hip", assign "peanut butter" and "jelly" labels in order to ensure both partners get a turn, each partner gets 2 minutes to discuss their predictions from the picture cards provided by instructor

-Students will predict characters, setting, BME (beginning, middle, end), conflict

-Students will discuss their predictions in whole group and incorporate vocabulary words into their conversation.

-Students will attempt to retell the story using these key details.

Whole Group

-Instructor will read "Jack and the Beanstalk" parts 1 & 2 to class; pausing to identify beginning, middle, ending, conflict/resolution, and characters

-Class will review using following questions derived from CKLA's Jack and the Beanstalk:

Do you think Jack made a good trade when he traded the cow for the beans? Why or why not?

Were your predictions correct about what was going to happen in this part of the story?

Who? Pair Share: Asking questions after a read aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read aloud that starts with the word who. For example, you could ask, "Who were the characters in 'Jack and the Beanstalk'?"

Independent Practice:

-Instructor will have students use 1B-1 form from Domain 9 Tell It Again! Workbook to identify title, setting, characters, fantasy magic, problem, solution, and ending (LT 1, LT3)

- Instructor will have students work on one section at a time, students will receive additional support as needed for incomplete/inaccurate work

- Instructor will have students will create a tri-fold organizer to label the key details

	<p><i>of beginning event, middle event, end event (refer to organizer); students will illustrate beginning, middle, and ending (L2) Included in the organizer will be an attempt by student to give a phrase that attempts to identify the main idea, central message, or lesson.</i></p> <p><i>- Instructor will have students work on one section at a time, students will receive additional support as needed for incomplete/inaccurate work</i></p>
<p>4. Instruction</p> <p>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.</p>	<p><i>Shared Inquiry</i></p> <p><i>-Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. Instructor will show visual representation of each word: main point, conflict, setting</i></p> <p><i>-Students will work in strategically placed partners in order to conduct scaffolded discussions with their peers. This also increases the amount of student talk toward the 50% goal recommended by the Arizona Department of Education</i></p> <p><i>-Students share their opinions in whole group, thus offering peer-based modeling of desired outcomes</i></p> <p><i>Guided Practice</i></p> <p><i>-Students will be guided with examples throughout instruction, instructor will model partner talk, writing structure, and developing closure (LT 1,2,3)</i></p> <p><i>-Pairs of students will make predictions of characters, events, BME based on presented image cards (LT 1,2,3)</i></p> <p><i>-Students will be either selected at random or volunteer to participate; students will share discussions from partner talk with whole class (LT 1,2,3)</i></p> <p><i>Independent Practice:</i></p> <p><i>-Students will utilize graphic organizer to identify key details and main idea (or central message or lesson) components of story (LT 1,2,3)</i></p> <p><i>-Students will complete one section of organizer at a time, as instructor checks for accuracy and completion (LT 1,2,3)</i></p> <p><i>-Students will retell events in story with accuracy and detail (LT 1,2,3)</i></p> <p><i>High Yield Instructional Strategies</i></p> <p><i>Teachers are required to implement instructional non-negotiables throughout their lessons. Effective implementation of lesson will require the following:</i></p> <p><i>-Student engagement: 100% of students are engaged in completing tasks with high cognitive demand: instructor will provide 50% or less direct instruction and 50% or more of lesson will be student response/student work</i></p> <p><i>-Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses</i></p> <p><i>-Check for Understanding: the instructor observes or stops instruction in order</i></p>

	<p><i>ascertain the proficiency level of each target per student</i></p> <p><i>-Rigor: students are academically challenged and held accountable for completion of each learning target</i></p> <p><i>-Objective-based lesson planning” daily lesson plan has a clear, measurable objective written in student-friendly language; assessment and objective are directly tied to each other</i></p> <p><i>-Mastery check: short, precisely targeted assessment of the day’s standard is given to determine levels of student mastery and to inform continued instruction</i></p> <p><i>-Cross curricular connections: content is integrated across subject areas in order to align with Core Knowledge content and philosophy</i></p> <p><i>-Differentiation: teacher consistently uses data to design and drive instruction; strategies meet IEP and 504 plans; instructor will provide visual models in order to accommodate English language learners</i></p> <p><i>Differentiation</i></p> <p><i>Teacher will use a variety of methods to scaffold learning for students based on ability, language learners, interest, learning styles, etc. These may include:</i></p> <ul style="list-style-type: none"> <i>-Picture cards</i> <i>-Visual aides</i> <i>-Sentence starters</i> <i>-Choice menu</i> <i>-Summarize/ repeat main parts</i> <i>-Speaking slowly</i> <i>-Small group instruction</i> <i>-Collaborative learning opportunities</i> <i>-Grammar/vocabulary/word wall</i> <i>-Small group setting</i> <p><i>For this standard the following methods would be recommended:</i></p> <ul style="list-style-type: none"> <i>-Students will be strategically partnered</i> <i>-Small group support during independent practice</i> <i>-Reduced writing demands</i> <i>-Student generated/instructor writes/ student traces</i>
<p>5. Formative Assessment</p> <p>List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of the lesson. The following formative assessments are correlated to the learning targets:</i></p> <p><i>Students successfully identify the main idea, central message or lesson of story using partner talk, whole group share, and graphic organizer</i></p> <p><i>Students successfully identify key details through recognizing a beginning event,</i></p>

	<p><i>middle event, and end event of the story</i></p> <p><i>Students successfully identify key details through recognizing a conflict, characters, setting, problem and solution using partner talk, whole group share, and graphic organizer</i></p> <p><i>Students will successfully retell the story using the key details described and the main idea (central message or lesson).</i></p> <p><i>As instructor monitors student practice, instructor will use following criteria to evaluate the progress towards mastery of the learning targets:</i></p> <p><i>Rubric:</i></p> <p><i>1=minimally proficient-student does not demonstrate understanding of the skills taught with less than 70% accuracy</i></p> <p><i>2=partially proficient-student demonstrates understanding of some of the skills taught with at least 70-79% accuracy</i></p> <p><i>3=proficient-student demonstrates understanding of most skills taught with at least 80-89% accuracy</i></p> <p><i>4=Mastery-students demonstrate understanding of all skills taught with at least 90% accuracy</i></p>
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.	<p><i>Summative assessment will be designed alongside the target objectives in order to ensure assessment completely supports objective.</i></p> <p><i>The summative assessment of this writing project will be the completed work submitted by the student.</i></p> <p><i>The following rubric will be used to demonstrate proficiency level:</i></p> <p><i>Proficiency Level Grade: 1 Description</i></p> <p><i>Mastery 90% and above</i></p> <p><i>Student completed provided graphic organizer using complete sentences, correctly identifying main idea (central message or lesson) and key details (characters, beginning, middle, ending and conflict/resolution).</i></p> <p><i>Proficient is 80%-89%</i></p> <p><i>Student completed provided graphic organizer using somewhat complete sentences at least 80-89% of the time</i></p> <p><i>Partially proficient is 70%-77%</i></p> <p><i>Student completed provided graphic organizer using somewhat complete sentences at least 70-79% of the time.</i></p> <p><i>Minimally Proficient is 69% and below Student completed provided graphic organizer using somewhat complete sentences with 69% or less accuracy in responses</i></p>

7. Remediation

Describe the processes available to provide support to students that do not meet the learning targets.

Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in math. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey. Tier 3 interventions are for students still not responding to Tier 1 and Tier 2 interventions. Intervention in Tier 3 will be intensive, individualized, and need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small group settings.

Procedures will be in place and specialists will be trained on how to implement Tier 3 interventions, as needed through the lesson as well as after the summative assessment. Teachers will use the results of their formative assessments to address Tier 2 and Tier 3 interventions. Summative assessments will be used as collected data to create small groups of Tier 3 students in need of further intervention

For this standard:

Remediation is given through instruction as well as when the summative assessment is submitted. Specialist or instructor, depending on demand and task, will provide remediation.

Students that are not demonstrating mastery of this standard will receive the following remediation:

- small group setting with specialist*
- strategic partners*
- visual supports/review with picture cards*

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.	<ol style="list-style-type: none"> 1. Provide an opinion introducing a topic or naming the book they are writing about. 2. Provide an opinion in which they state an opinion. 3. Provide an opinion that gives some sense of closure
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.	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <p>W.K.1</p> <p><i>With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the book.</i></p> <p>Prior Knowledge Skills:</p> <p><i>Students can provide an opinion by answering questions with a complete thought such as What is your favorite cereal? My favorite cereal is ____?</i></p> <p><i>Students can support the opinion provided by giving a reason... because ____?</i></p> <p><i>Students can provide closure to an idea with key words and punctuation.</i></p> <p>Introduce Learning Targets:</p> <p><i>Teacher will have daily openers that have kids recall prior knowledge and give an opinion that corresponds.</i></p> <p><i>Students will articulate their opinion with reasoning and evidence.</i></p>
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.	<p>Shared Inquiry</p> <ul style="list-style-type: none"> -Instructor will have students review animals from Green Fern Zoo, Unit 4 from Grade 1 in Core Knowledge Language Arts. Students will review Green Fern Zoo Readers with partners that are slightly above/below their reading level --Instructor will have students share with their partner their favorite zoo animal and provide detail with a specific answer. - -Instructor will have students be selected to share their favorite animal in whole group and provide details to class as to why -Instructor will have students articulate their opinion a reason in the form of age appropriate evidence. <p>Direct Instruction:</p> <p>Essential questions:</p> <ul style="list-style-type: none"> -What is an opinion? -Why do we need to support our stated opinion? -How can we tell a reader we're done telling them our opinion by providing closure to

the response?

Big Ideas:

-*An opinion is a judgment or view of something, not necessarily based on fact*

-*Supporting an opinion with details strengthens the opinion*

-*A sense of closure indicates the writing passage is finished and sums up the writing*

Vocabulary:

The vocabulary tied to the Learning Targets is:

- a. *Opinion*
- b. *Detail*
- c. *Closure*

-*Teacher will review previously learned vocabulary and directly instruct new vocabulary by defining each vocabulary word in the Learning Target. Instructor will circle each vocabulary word in Target and students will assist in developing the definition using prior knowledge and guided practice from instructor.*

Guided Practice:

-*Teacher will introduce the task to the students: "Today's task is to write an opinion about your favorite Green Fern Zoo animal. We will identify our favorite animal with a partner, write a three-sentence paragraph, and close our paragraph with a closing sentence.*

-*Teacher will model partner talk strategy: find assigned partner, sit "hip to hip", assign "peanut butter" and "jelly" labels in order to ensure both partners get a turn, each partner gets 2 minutes to look through the book to find their animal (LT1)*

-*Instructor will have students take turns providing 3 reasons to their partner why the animal is their favorite in order to support their opinion. Instructor will monitor conversations and offer guidance as needed. (LT2)*

Whole Group:

-*Instructor will call on students in whole group to volunteer their favorite animal from The Green Fern Zoo, instructor will write favorite animals on whiteboard and prompt student to supply their supporting details to class (LT 1,2)*

--*Instructor will have students continuously review vocabulary in whole group: opinion, detail, closure; students will identify opinion supplied to whole group, supportive details supplied in whole group, and assist in providing closure for provided example (LT 1,2,3)*

Independent Practice:

-*Teacher will distribute writing draft paper with space at the top for the animal, three indented lines for supportive details, and space at the bottom for closure (LT 1,2,3)*

-*Instructor will guide students in spelling their animal correctly: instructor will generate list of animals to create a "bank" for students to spell from (LT 1)*

--Instructor will have students complete the draft section by section independently or with limited guidance from instruction (L1,2)

--Instructor will have students review "closure" section by defining key words to tell reader their passage is finished (finally, at last, to conclude) (L3)

High Yield Instructional Strategies

Teachers are required to implement instructional non-negotiable throughout their lessons. Effective implementation of lesson will require the following:

-Student engagement: 100% of students are engaged in completing tasks with high cognitive demand: instructor will provide 50% or less direct instruction and 50% or more of lesson will be student response/student work

-Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses

-Check for Understanding: the instructor observes or stops instruction in order ascertain the proficiency level of each target per student

-Rigor: students are academically challenged and held accountable for completion of each learning target

-Objective-based lesson planning" daily lesson plan has a clear, measurable objective written in student-friendly language; assessment and objective are directly tied to each other

-Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery and to inform continued instruction

-Cross curricular connections: content is integrated across subject areas in order to align with Core Knowledge content and philosophy

-Differentiation: teacher consistently uses data to design and drive instruction; strategies meet IEP and 504 plans; instructor will provide visual models in order to accommodate English language learners

Differentiation

Teacher will use a variety of methods to scaffold learning for students based on ability, language learners, interest, learning styles, etc. These may include:

-Visual aides

-Sentence starters

-Choice menu

-Summarize/ repeat main parts

-Speaking slowly

-Small group instruction

-Collaborative learning opportunities

-Grammar/vocabulary/word wall

	<p><i>For this standard the following methods would be recommended:</i></p> <ul style="list-style-type: none"> -Students will be strategically partnered -Small group support during independent practice -Reduced writing demands -Student generated/instructor writes/ student traces
<p>4. Instruction</p> <p>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.</p>	<p><u>Shared Inquiry</u></p> <ul style="list-style-type: none"> -Students will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. Instructor will show visual representation of each word: opinion, support, closure -Students will work in strategically placed partners in order to conduct scaffold discussions with their peers. This also increases the amount of student talk toward the 50% goal recommended by the Arizona Department of Education -Students share their opinions in whole group, thus offering peer-based modeling of desired outcomes <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> -Students will be guided with examples throughout instruction, instructor will model partner talk, writing structure, and developing closure (LT 1,2,3) -Pairs of students will review book and find animals together (LT 1) -Students will participate in whole group discussion about appropriate supportive statements that promote their opinion (LT 2) -Students will be given graphic organizer to guide each component of their writing (LT 1,2,3) -Students will be guided toward keywords that provide sense of closure (LT 3) <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> -Students will generate their own animal to write about based on their own opinion (LT 1) -Students will be responsible for participating in partner discussions. Partners will hold one another accountable by encouraging their partner to speak during their turn and informing the instructor of no participation/inappropriate behavior (LT 1,2) -Students will be responsible for their own writing (LT 2)

	<p><i>-Students must write their own closure using strategies reviewed during whole group instruction (using transitional words such as “finally” and “to conclude”) (LT 3)</i></p> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <i>-Students will be paired with slightly above level/below level partners</i> <i>-Students may generate ideas with the aid of instructor</i> <i>-Students may be guided in their writing if unable to show firm understanding of letter-sound correspondence</i> <i>-Students may have one supportive detail instead of 2-3</i>
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of the lesson. The following formative assessments are correlated to the learning targets:</i></p> <ol style="list-style-type: none"> <i>1. Students can identify the topic of the book/reading.</i> <i>2. Students can name the book being read.</i> <i>3. Students successfully identify his/her favorite animal from The Green Fern Zoo book that they like</i> <i>4. Student can verbally provide at least one supportive detail to their opinion using partner talk</i> <i>5. Students can write the name of their animal with limited guidance</i> <i>6. Students can write at least 1 supportive details to promote their animal</i> <i>7. Students can write logical closure at the end of their passage</i> <p><i>As instructor monitors student practice, instructor will use following criteria to evaluate the progress towards mastery of the learning targets:</i></p> <p><i>Rubric:</i></p> <p><i>1=minimally proficient-student does not demonstrate understanding of the skills taught with less than 70% accuracy</i></p> <p><i>2=partially proficient-student demonstrates understanding of some of the skills taught with at least 70-79% accuracy</i></p> <p><i>3=proficient-student demonstrates understanding of most skills taught with at least 80-89% accuracy</i></p> <p><i>4=Mastery-students demonstrate understanding of all skills taught with at least 90% accuracy</i></p>
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.	<p><i>Summative assessment will be designed alongside the target objectives in order to ensure assessment completely supports objective. Students will be given a story from the “Farmer and Me” selection at the end of the unit.</i></p> <p><i>The summative assessment of this writing project will be the completed work</i></p>

submitted by the students.

The following rubric will be used to demonstrate proficiency level:

<i>Proficiency Level</i>	<i>Grade: 1</i>	<i>Description</i>
<i>Mastery</i>	<i>90% and above</i>	<i>Student provided an animal for their writing. Student offered 3 supporting details to promote their animal. Student wrote a final sentence that provides a sense of closure.</i>
<i>Proficient</i>	<i>80%-89%</i>	<i>Student provided an animal for their writing. Student offered 2 supporting details to promote their animal. Student wrote a final sentence that offered a sense of closure.</i>
<i>Partially proficient</i>	<i>70%-79%</i>	<i>Students provided an animal for their writing. Student offered 1 detail to promote their animal. Student attempted a final sentence.</i>
<i>Minimally Proficient</i>	<i>70% and below</i>	<i>Students attempted to provide an animal for their writing. Student offered no details in their writing, nor provided a closing sentence.</i>

7. Remediation

Describe the processes available to provide support to students that do not meet the learning targets.

Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in math. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey. Tier 3 interventions are for students still not responding to Tier 1 and Tier 2 interventions. Intervention in Tier 3 will be intensive, individualized, and need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small group settings.

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	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>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</p>
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.	<p>Student will:</p> <ul style="list-style-type: none"> • Students will compare the visual representation of two fractions and determine if they are equivalent or not. (LT1) • Students will generate equivalent fractions using drawings (LT2) • Students will express whole numbers as fractions and fractions that are equivalent to whole numbers (LT3) • Students will compare two fractions with the same numerator or the same denominator, they will record their comparisons with the symbols $>$, $=$ or $<$, and justify their conclusions (LT4)
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.	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <p>LT1:</p> <ul style="list-style-type: none"> • <i>Students need to know what a fraction is.</i> • <i>Students need to know what the word "equivalent" means, they should master this concept with several examples and real-life examples like one dollar is equivalent to 4 quarters</i> <p>LT2:</p> <ul style="list-style-type: none"> • <i>Students need to be able to generate drawings that allows them to divide in equal parts to represent fractions</i> • <i>Students need to know how to visually represent a fraction that is given to them in a numeric form like $\frac{1}{4}$. They need to know what the number numerator and denominator represent</i> <p>LT3:</p> <ul style="list-style-type: none"> • <i>Students need to know the relationship between whole numbers and fractions</i> <p>LT4:</p> <ul style="list-style-type: none"> • <i>Students need to know what the symbols $<$, $=$ and $>$ mean</i> • <i>Students need to know what numerators and denominators represent in a fraction</i>

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.

Shared Inquiry

- Before starting with the lesson, the teacher will write on the board, whole numbers and fractions and with that, she/he can start the discussion.
- Teacher will show visual representation of fractions, and have the students notice special characteristics of fractions, like the same size of each part, the whole as all the parts put together, etc.
- Teacher will ask the students: why do we need to learn about fractions? At this moment she can provide real world situations that involve the use of fractions.

Direct Instruction:

LT1: Students will compare the visual representation of two fractions and determine if they are equivalent or not.

- Teacher will use visual representation of fractions to review what fractions are, and to compare two fractions
- Teacher will show the same examples of fractions using a number line

LT2: Students will generate equivalent fractions using drawings

- Teacher will present some examples where they use the word “equivalent”
- Teacher will show some examples on the board of two fractions are equivalent

LT3: Students will express whole numbers as fractions and fractions that are equivalent to whole numbers

- Teacher will explain help the students define what “whole” means compared to what “fractions” mean.
- Teacher will show some examples of the board to help the students realize, that when the numerator and the denominator are the same, it is considered a whole. Example 22/22

LT4: Students will compare two fractions with the same numerator or the same denominator, they will record their comparisons with the symbols >, = or <, and justify their conclusions

- Teacher will explain the students the meaning of each symbol to be used when comparing two fractions
- Teacher will ask the students to compare two fractions when the two fractions have the same “denominator”
- Teacher will ask the students to compare two fractions when the two fractions have the “different denominators”
- Teacher will provide multiple opportunities to compare fractions in the two situations, making sure that the students are aware of the difference and using strategies to help them remember.
- teacher and students will create together an anchor chart to help them remember their strategies

Essential Question

- How can fractions be used to represent numbers and their parts?
- Can two different fractions represent the same portion of an object?

Big Idea

To be able to compare two fractions, to determine which one is bigger or smaller and to be able to identify equivalent fractions

Vocabulary

- *equivalent fractions*
- *smaller*
- *bigger*
- *number line*
- *numerator*
- *denominator*
- *whole*

Guided Practice

Each learning target needs a separate lesson and a separate Guided Practice section for each one

Guided practice for LT1:

- *Using an anchor chart that was previously completed, students will work with their partners on determining if two fractions are equivalent or not*
- *Teacher will provide feedback as she/he sees the students working*
- *Teacher will use a checklist to assess the students as they complete the work*

Guided practice for LT2:

- *Teacher will have students working in groups of two will generate equivalent fractions following some guidelines stated on an anchor chart*
- *Students will use some strategies to verify if the fractions are equivalent*
- *Teacher will provide feedback as she/he sees the students working*
- *Teacher will use a checklist to assess the students as they complete the work*

Guided practice for LT3:

- *Teacher will have students working with a partner will express whole numbers as a result of fractions and fractions that are equivalent to whole numbers*
- *Teacher will provide feedback as she/he sees the students working*
- *Teacher will use a checklist to assess the students as they complete the work*

Guided practice for LT4:

- *Teacher will have students in groups of two will compare fractions by locating the fraction numbers on the number line, after done finding the location of the two fractions, they will be able to determine which fraction is bigger or smaller.*
- *Teacher will provide feedback as she/he sees the students working*
- *Teacher will use a checklist to assess the students as they complete the work*

Independent Practice

Since this standard has several parts, to teach this standard will take several lessons,

each lesson addressing one specific learning target

Independent practice for LT1:

- *Teacher will provide student with a worksheet in which several pairs of fractions will be shown with their corresponding figures.*
- *Teacher will have students determine whether the fractions are equivalent or not*
- *The pairs of fractions used in the worksheets will be divided into three categories, basic, intermediate and advanced. The pairs of fractions will vary in their complexity and will be assigned depending on the student's performance in the pretest.*

Independent practice for LT2:

- *Teacher will give students a worksheet with pairs of rectangles divided into parts, their task will be to color the same portions of the rectangles, to generate equivalent fractions. The complexity of the pairs will vary, and the students' assigned work will vary depending on their performance on the pretest.*
- *Teacher will provide an opportunity where students can use the information from the anchor chart created by the teacher during instruction time*

Independent practice for LT3:

- *Teacher will ask students to visually represent fractions and to determine if the fraction is a whole number. Example: $10/5$, the expectation is that the students draw a rectangle divided into 5 twice*
- *The level of complexity of the fractions will vary and different groups of students will work on this task with different levels of complexity based on the data from the pre test*

Independent practice for LT4:

- *Teacher will give students a worksheet with pairs of fractions; they will be asked to locate these two fractions on the number line to determine which fraction is bigger or smaller or if they are equal. The students will show their work on the number line and they will write their answers using the symbols <, >, or =*
- *The level of complexity of the pairs of fractions provided to the students in the worksheet will vary.*

High Yield Instructional Strategies

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- *Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.*
- *Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses*
- *Checks for understanding: the teacher stops at strategic points to assess learning of students*

- *Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research based and collaborative*
- *Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery*
- *Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction*
- *Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy*
- *Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other.*

Differentiation

Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:

- *Menu of choice*
- *Sentence starters*
- *Exemplars*
- *Assignment expectations, e.g., number of paragraphs, words, etc.*
- *Graphic organizers*
- *Reading level e.g., providing texts at different Lexile levels*
- *Visual aids*
- *Small group instruction*
- *Collaborative learning opportunities*
- *Chunking/Writing Summaries*
- *Summarize key points*
- *Speak more slowly*
- *Grammar/vocabulary wall*
- *repeat/clarify directions*

For this standard the following methods would be recommended:

- *Students may continue to use manipulative materials until they are ready to move to more abstract understanding of content and skills.*
- *Small group instruction*
- *Reduced number of problems to solve*
- *Strategic pairing of students*
- *Strategic pairing of students*
- *Collaborative group and partner work*
- *Giving students the choice to use manipulatives and other graphic organizers*
- *Anchor charts displaying relevant information*
- *Opportunities for small group instruction*
- *Using differentiated activities during independent practice*

4. Instruction

Describe the activity/tasks students will complete to meet the learning targets.

Instruction for LT1:

- *Students will be engaged as the teacher will draw on chart paper two*

Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.

rectangles with the same dimensions, she/he will divide one rectangle in two and the other rectangle in four exact parts, then the teacher will color 1/2 of the first rectangle and 2/4 of the other rectangle. The lines dividing the rectangles should be very visible after coloring, so the students can still see the parts of the rectangles.

- *Students will ask questions as the teacher will also draw a number line on the chart paper and demonstrate that 1/2 is equivalent to 2/4*
- *Students will ask questions as the teacher will explain to the students, how she/he knows that these two rectangles are showing two equivalent fractions*
- *Students will take notes as the teacher writes notes about the strategies she is using to determine if the two fractions are equivalent.*
- *Teacher will provide more examples giving opportunities to the students to ask and answer questions*
- *When the teacher is done explaining, teacher and students will work together to complete the same task, this part is described in the guided practice part*

Instruction for LT2:

- *Students will ask questions as the teacher will draw again two rectangles on the board, and she/he will divide one rectangle into 6 equal parts and the other rectangle into 12 equal parts.*
- *Students will ask questions and the teacher will explain to the students how she/he can come up with two equivalent fractions by coloring the same portion of the rectangles.*
- *Students will ask questions as the teacher will also show this equivalent fraction on the number line*
- *When the teacher is done explaining, teacher and students will work together to complete the same task, this part is described in the guided practice part*

Instruction for LT3:

- *Students will ask questions as the teacher will draw two rectangles on the board, each will be divided in two. Teacher will label each part as 1/2, then she will write the fraction 4/2 and explain to the students that if she needs to represent this visually, she can color each half of the rectangles, this will end up being 2 whole rectangles.*
- *Students will ask questions as the teacher will demonstrate this idea with several examples while encouraging students to ask and answer questions*
- *When the teacher is done explaining, teacher and students will work together to complete the same task, this part is described in the guided practice part*

Instruction for LT4:

- *Students will ask questions as the teacher will draw a rectangle on chart paper and divide it into 6 parts, then she will write the fractions 1/6, 4/6, and 6/6*
- *Students will ask questions as the teacher will locate each fraction on a number line and explain how these differences between fractions can be expressed with the symbols >, > and =*
- *Students will ask questions as the teacher will post this chart on the wall to help the students remember the meaning of the symbols*

	<ul style="list-style-type: none"> When the teacher is done explaining, teacher and students will work together to complete the same task, this part is described in the guided practice part
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	<p>The following formative assessments are correlated to learning targets:</p> <ul style="list-style-type: none"> Students will take an assessment in which they will be asked to compare fractions (with and without a visual representation) to determine if they are equivalent or not. (LT 1) Students will take an assessment in which they will be asked to generate equivalent fractions, they will have drawings of rectangles divided into parts so they can use it to complete the task of generating equivalent fractions. (LT 2) Students will receive a worksheet in which they express whole numbers as fractions and fractions that are equivalent to whole numbers, they should show their work and explain their rationale. (LT 3) Students will compare a set of 5 pairs of fractions (some with same numerator and some with same denominator), they will determine which fraction from each pair is bigger, smaller or equal, depending on the question asked for each problem using the symbols >, =, <. (LT 4) <p>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets: Rubric</p> <ul style="list-style-type: none"> 1 = Minimally Proficient - Student does not demonstrate an understanding of the skills taught with less than 70% accuracy 2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 70-90% accuracy 3 = Proficient - Student demonstrates understanding of most skills taught with at least 80-89% accuracy 4 = Mastery – Student demonstrates understanding of all skills taught with at least 90% accuracy
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.	<p>Students will take the same test, with variables changed, that they took at the beginning of the unit. They will be asked to compare fractions to determine if the fractions are equivalent, they will be asked to generate equivalent fractions, they will be asked to identify fractions that represent whole numbers (Example: 12/6, they will be asked to compare two fractions to identify the fraction that is bigger or smaller than the other or if the fractions are equal).</p> <p>Rubric</p> <ul style="list-style-type: none"> 1 = Minimally Proficient - Student does not demonstrate an understanding of the skills taught with less than 70% accuracy 2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 70-90% accuracy 3 = Proficient - Student demonstrates understanding of most skills taught with at least 80-89% accuracy 4 = Mastery – Student demonstrates understanding of all skills taught with at least 90% accuracy

<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Scholars Academy Sunnyslope will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through remediation material found in the approved curriculum. Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the School Principal and Campus Dean will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Both are included at the end of the 90 minute blocks provided throughout the day. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of the in-class formative assessments to plan for their intervention blocks during their weekly PLC meetings. If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p> <p><i>For this standard: Small group/one on one instruction to address concepts that were not mastered.</i></p>
---	--

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.
<p>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.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Students will develop an experiment to demonstrate how magnetic forces work, when exposed to objects and when exposed to other magnets (LT1) • Students will use a model to demonstrate how magnets attract only certain kinds of objects (LT2) • Students will develop a demonstration that lists of examples of the use of magnets in real life situations (LT3)
<p>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.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> • <i>understand repel and attract</i> • <i>knowledge of what magnets are made of</i> • <i>knowledge of what magnets are</i> • <i>knowledge of the word "force"</i>

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.

Shared Inquiry

- Teacher will provide the students with some magnets to explore what they do in contact with different objects such as nails, spoons, crayons, paper clips, etc....
- Teacher will guide the students as they ask and answer questions
- Teacher will ask the students where we find magnets in real life situations, and how they can be used.

Direct Instruction:

- Teacher will introduce the term "force" by giving some examples of how objects are moved in real life by a force
- Teacher will demonstrate that a magnet is able to move objects toward itself with a force too, and while doing so, the teacher will explain how a magnet has parts with different properties (north pole, south pole, etc.) and how objects and some parts of other magnets can be attracted or repelled.

Essential Question

What is a magnetic force?

Big Idea

Force moves objects and magnets have a magnetic force that can move objects toward itself or away of itself and by doing this magnet can do many jobs in real life situations

Vocabulary

*poles
attraction
repulsion
magnet
magnetic field
nickel
cobalt
iron
metal*

Guided Practice

- Teacher will have students work with a partner. They will have a group of objects including magnets to explore the reactions of objects and magnets.
- Teacher will have students write their observations.
- The teacher will assess the students' knowledge with a checklist.
- The teacher will expect the students to use words as pole, attraction, repulsion, magnetic field, force, etc. when the students are talking to each other and writing about their observations.
- Teacher will provide feedback and ask questions to generate higher level thinking

Independent Practice

- Teacher will have students draw a magnet and label its parts
- Teacher will have students write about what they observed using words like force, magnetic field, reaction, repulsion, poles, etc.

- They will be asked to include in their writing the answer to the following questions: How do objects react when in contact or close to a magnet? What kind of objects are attracted to magnets? What is a magnetic field? Do you have magnets at home? What happens when two magnets are in contact?

High Yield Instructional Strategies

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
 - Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
 - Checks for understanding: the teacher stops at strategic points to assess learning of students
 - Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research based and collaborative
 - Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
 - Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction
- Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy
- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other.

Differentiation

Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:

- Menu of choice
- Sentence starters
- Exemplars
- Assignment expectations, e.g., number of paragraphs, words, etc.
- Graphic organizers
- Reading level e.g., providing texts at different Lexile levels
- Visual aids
- Small group instruction
- Collaborative learning opportunities
- Chunking/Writing Summaries
- Summarize key points
- Speak more slowly
- Grammar/vocabulary wall
- repeat/clarify directions

<p>4. Instruction</p> <p>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.</p>	<ul style="list-style-type: none"> • Students will draw a magnet on chart paper and label its parts • Students will create a list of the properties of magnets • Students will show how different objects react in a different or similar manner when they are in contact with magnets. • Students will show how two magnets react when they are in contact, how they react different when the end sides of the magnets are in contact. • Students will demonstrate what attraction and repulsion means when working with magnets. • After demonstration was made, the students will complete the same tasks of experimenting with objects and magnets during guided practice time
<p>5. Formative Assessment</p> <p>List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative assessments will be administered through Checks for Understanding and Quizzes (Mastery Checks) following lessons.</p> <p>The following formative assessments are correlated to learning targets:</p> <ul style="list-style-type: none"> -Students will be able to identify the steps of developing experiments. (LT 1) -Students will be able to know how magnetic forces work to the degree they can demonstrate them. (LT 1) This will involve exposure to objects and other magnets. -Students will be able to identify the steps in developing physical scientific models. (LT 2) -Students will be able to know the certain objects that magnets can attract. (LT 2) -Students will create plans that will be used for the demonstration of real life applications of magnets. (LT 3) <p>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets: Rubric</p> <ul style="list-style-type: none"> - 1 = Minimally Proficient - Student does not demonstrate an understanding of the skills taught with less than 70% accuracy - 2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 70-79% accuracy - 3 = Proficient - Student demonstrates understanding of most skills taught with at least 80-89% accuracy - 4 = Mastery – Student demonstrates understanding of all skills taught with at least 90% accuracy
<p>6. Summative Assessment</p> <p>Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><u>Students will conduct an experiment regarding magnetic forces and how they react with different objects. Students will make multiple attempts to identify which objects do and do not attract magnets. This experiment will be the basis of the model in next task. (LT 1)</u></p> <ul style="list-style-type: none"> • Students will follow the scientific steps in experimentation. • Students will document their experimentation process. • Students will make at least three attempts, with documentation, for each of five separate objects that are identified and supplied by the teacher. <p><u>Students will create individual, physical models (examples) of magnets that clearly illustrate the differing abilities of certain objects to attract magnets versus other objects. Students must clearly delineate between two unique objects. (LT 2)</u></p> <ul style="list-style-type: none"> • Magnets will be placed in demonstration area with sample objects off to the side.

	<ul style="list-style-type: none"> <i>Students will illustrate by taking magnets and showing visiting students and staff which objects are attracted and why.</i> <i>Students will offer an opportunity for this demonstration to be supported by the display in the next task.</i> <p><u><i>Students will develop a demonstration that clearly lists, labels or presents real life examples using the following tasks:</i></u> (LT 3)</p> <ul style="list-style-type: none"> <i>Draw a magnet and label its parts</i> <i>Draw, with illustrations, or provide a paragraph that explains how a magnet responds to touching a metal lined refrigerator.</i> <i>Provide a list of three items that would be attracted to a magnet and can be found in your home.</i> <i>What happens when magnets are connected with each other.</i>
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	<p><i>Rubric</i></p> <ul style="list-style-type: none"> - 1 = Minimally Proficient - Student does not demonstrate an understanding of the skills taught with less than 70% accuracy - 2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 70-79% accuracy - 3 = Proficient - Student demonstrates understanding of most skills taught with at least 80-89% accuracy - 4 = Mastery – Student demonstrates understanding of all skills taught with at least 90% accuracy <p><i>Scholars Academy Sunnyslope will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through remediation material found in the approved curriculum. Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the School Principal and Campus Dean will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Both are included at the end of the 90 minute blocks provided throughout the day. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of the in-class formative assessments to plan for their intervention blocks during their weekly PLC meetings. If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p>

	<p><i>For this standard:</i> <i>Small group/one on one instruction to address concepts that were not mastered.</i></p>
--	---

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: <ul style="list-style-type: none"> • determine the main idea of a text (LT1) • find key details in the text (LT2) • use details and main idea to summarize the text (LT3)
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.	<i>Knowledge and skills that students should master prior to meeting learning targets:</i> <ul style="list-style-type: none"> • Students should learn what “main idea” is, compared to other details in the text • Students should be able to differentiate what a “key detail” is, compared to any other details in the text
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.	<p><u>Shared Inquiry</u></p> <ul style="list-style-type: none"> • Teacher will have students read an informational text on their own and then get together to discuss, teacher will guide them with questions as the students answer the questions and ask questions as well. Here is the opportunity where the teacher helps the students see the difference between main idea and key details. <p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> • Teacher will present the objective to the students by relating it to the shared discussion they had before during shared inquiry • Teacher will help the students make a connection between what they discussed during shared inquiry and what they will be learning during the lesson • Teacher will model how to summarize a text by first identifying the main idea and details <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • Why is it important to differentiate between main idea and key details? <p><u>Big Idea</u></p> <ul style="list-style-type: none"> • Students will summarize a text, by first identifying the main idea and key details of a text and following the structure of a summary

Vocabulary

- main idea
- topic
- details
- support
- importance

Guided Practice

- Teacher will give students a text, the students will work in groups of two
- Teacher will read the first paragraph and highlight, underline and circle parts of the paragraph while explaining her/his rationale
- Teacher and students will read the second paragraph and together identify what is important or a key detail in the paragraph
- Students will discuss with their partners, why part of the text can be considered important or not
- Teacher will provide feedback as she sees the students working
- When done reading the text, the class will summarize the text by helping each other and being helped by the teacher
- While the students are working, the teacher will assess the students' knowledge using a checklist, based on this information the teacher can clarify some concepts to the whole class or to specific students, she/he can modify the materials for the independent practice as well.
- Teacher and students will discuss their strategies

Independent Practice

- Teacher will give students a text based on their reading level
- Teacher will ask students to identify main idea and key details of the text
- Teacher will ask students to write a summary of the text
- While most of the students are working independently the teacher can work with a small group that still needs more support, with a simple text, providing instruction with visuals, and reading the material slowly and clarifying words that may be new to this group

High Yield Instructional Strategies

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
- Checks for understanding: the teacher stops at strategic points to assess learning of students
- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research based and collaborative
- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
- Mastery check: short, precisely targeted assessment of the day's standard is

	<p><i>given to determine levels of student mastery, and to inform continued instruction</i></p> <p><i>Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy</i></p> <ul style="list-style-type: none"> - <i>Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other.</i> <p><u>Differentiation</u></p> <p><i>Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:</i></p> <ul style="list-style-type: none"> - <i>Menu of choice</i> - <i>Sentence starters</i> - <i>Exemplars</i> - <i>Assignment expectations, e.g., number of paragraphs, words, etc.</i> - <i>Graphic organizers</i> - <i>Reading level e.g., providing texts at different Lexile levels</i> - <i>Visual aids</i> - <i>Small group instruction</i> - <i>Collaborative learning opportunities</i> - <i>Chunking/Writing Summaries</i> - <i>Summarize key points</i> - <i>Speak more slowly</i> - <i>Grammar/vocabulary wall</i> - <i>repeat/clarify directions</i>
<p>4. Instruction</p> <p>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.</p>	<ul style="list-style-type: none"> • <i>Students will sit on the carpet while the teacher models how to identify main idea and key details before summarizing a short text</i> • <i>Students will ask questions as the teacher will write the objective on the board: Today we are learning how to summarize a text by first identifying the main idea and key details"</i> • <i>Students will ask questions as the teacher will read a text while using a document camera to show the students how she/he identifies some key words and important parts in the text</i> • <i>Students will think out loud with teacher as he/she highlights, underlines and circles some parts of the text</i> • <i>As she/he is explaining teacher will add vocabulary words to the word wall, words such as main idea, topic, details, support, central, importance.</i> • <i>Students will identify the main idea in the text and explain her rationale</i> • <i>Students will identify the key details in the text and explain her rationale</i> • <i>Students will summarize the text while explaining how to start writing a summary and how the main idea and key details will help completing this task</i> • <i>Students will ask questions and the teacher will go over the objective again</i> • <i>Randomly, teacher will call some students to ask or answer questions they may have</i>
<p>5. Formative Assessment</p> <p>List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative assessments will be administered through Checks for Understanding and Quizzes (Mastery Checks) following lessons.</i></p> <p><i>The following formatives assessments are correlated to learning targets:</i></p>

	<ol style="list-style-type: none"> 1. <i>Students will be able to explain orally or in writing two or more main ideas in a text. (LT1)</i> 2. <i>Students will be able to explain orally or in writing the supporting key details that are found in a text. (LT2)</i> 3. <i>Students will be able to summarize in written form the main idea and key details found in a text. (LT3)</i> <p><i>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets: Rubric</i></p> <ul style="list-style-type: none"> - <i>1 = Minimally Proficient - Student does not demonstrate an understanding of the skills taught with less than 70% accuracy</i> - <i>2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 70-79% accuracy</i> - <i>3 = Proficient - Student demonstrates understanding of most skills taught with at least 80-89% accuracy</i> - <i>4 = Mastery – Student demonstrates understanding of all skills taught with at least 90% accuracy</i>
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.	<p><i>Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from the Core Knowledge Sequence. They will be developed by teachers and be common across grade levels. Assessments will include different question types such as multiple choice, multi-step tasks, multi-response, and free response questions.</i></p> <p><i>Students will be given a summative assessment that is composed of multiple choice and short response questions. The questions will assess their mastery of the learning targets using the following criteria:</i></p> <ol style="list-style-type: none"> 1. <i>Student understood and determined the main ideas of a text.</i> 2. <i>Student understood how to identify the key details in a text.</i> 3. <i>Student understood that key details help to determine the main idea.</i> 4. <i>Student summarized (short response) the text using the main idea and key details.</i> <p><i>Criteria used to determine student mastery:</i></p> <ol style="list-style-type: none"> 1. <i>Summative assessment questions consisting of multiple choice and multi-response will be use the following rubric.</i> <p><i>Minimally Proficient – Understanding is less than 70% accurate. Partially Proficient – Understanding is between 70-79% accurate. Proficient – Understanding is between 80-89% accurate. Highly Proficient – Understanding is 90% accurate or greater.</i></p> 2. <i>Summative assessment questions consisting of short response questions will be scored using the rubric below.</i> <ul style="list-style-type: none"> ○ <i>Minimally Proficient – Student gives an incomplete answer that identifies a difference or similarity (but not important) between the viewpoints expressed by the given accounts and gives little or no evidence.</i> ○ <i>Partially Proficient - Student gives an incomplete answer that</i>

	<p><i>identifies an important difference or similarity (not both) between the viewpoints expressed by the given accounts and gives limited evidence.</i></p> <ul style="list-style-type: none"> ○ <i>Proficient - Student gives a complete answer that identifies at least one important difference and similarity between the viewpoints expressed by the given accounts and provides adequate evidence.</i> ○ <i>Mastery – Student gives a complete answer that identifies at least multiple important difference and similarity between the viewpoints expressed by the given accounts and provides extensive evidence.</i>
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	<p><i>Scholars Academy Sunnyslope will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through remediation material found in the approved curriculum. Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the School Principal and Campus Dean will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Both are included at the end of the 90 minute blocks provided throughout the day. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of the in-class formative assessments to plan for their intervention blocks during their weekly PLC meetings. If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p> <p><i>For this standard:</i> <i>Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, using a lower Lexile or more familiar text to gather information for their writing, providing sentence starters, and/or giving additional time/opportunities for students to complete their writing assignment with mastery of learning targets.</i></p>

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	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p>
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.	<p>Students will:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information. (LT1) • Write an introduction to a topic and group related information, including illustration when useful to aiding comprehension. (LT2) • Write in order to develop a topic with facts, definitions, and details. (LT3)
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.	<p><i>Knowledge and skills that students should master prior to meeting learning targets</i></p> <ul style="list-style-type: none"> • <i>2.W.2 – Write informative/explanatory texts in which they introduced a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i> • <i>3.W.4 – With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose.</i> • <i>3.W.5 – With guidance from adults, develop and strengthen writing as needed by planning, revising, and editing.</i>
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.	<p><u>Shared Inquiry</u></p> <ul style="list-style-type: none"> • <i>Teacher will read an informational text to the students</i> • <i>As the teacher reads the text, she/he will stop here and there to go over the features of nonfiction text and to go over the parts of the text (beginning, middle and end. The teacher will do this with the students' participation</i> • <i>Teacher will ask questions like: What do you notice in this text? why do people write informational text? How do we know that a text is informational text? Where in real life situations we find informational text?</i> <p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> • <i>Teacher will read an informative text to the students</i> • <i>Teacher will create an anchor chart to present relevant information that will help the students remember the features of nonfiction text</i> • <i>Teacher will tell the students that in order to write informational text the author has to be a specialist on the topic</i> • <i>Teacher will tell the students that they too can become specialists on a topic of their choice</i> <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • <i>Why are topic sentences crucial to conveying ideas of a text through writing?</i> • <i>How can facts, definitions, and details support a writing introduction for a topic?</i> • <i>What is the process of writing informational text?</i> • <i>What is the purpose of writing informational text?</i> <p><u>Big Idea</u></p>

- Topics can be supported best by identifying facts, definitions, and details.

Vocabulary

- Introduction
- Topic sentence
- nonfiction
- paraphrase
- author purpose
- transitions
- details
- facts
- definitions
- drafting
- revising
- editing
- hook question

Guided Practice

- Students and teacher will generate ideas, they will create a list of possible topics to write about, the students will visit the library to review materials there.
- As a class the students will decide about what topic the teacher and the class will be writing together
- The teacher and the class will read about the topic during several days and times
- The teacher and the class will start writing the draft
- Teacher will emphasize the introduction of the writing with a topic sentence, and supported by facts, definitions, and details.
- The teacher and the class will revise the draft with an emphasis on the topic and the support of facts, definitions, and details.
- The teacher and the class will edit the work with an emphasis on the topic and the support of facts, definitions, and details.
- When done, the teacher will go over the writing steps and will create an anchor chart to help the students when they do their writing independently
- Teacher will provide the students with a rubric to check their work
- Feedback will be provided as the students work, with a checklist in order to assess the students learning

Independent Practice

This part will take several sessions, since it involves the different steps to write.

- Students will create a list of possible topics
- Students will write a draft
- Students will edit their drafts
- Students will write a final draft
- The independent draft practice will once again be emphasizing the introduction of the topic and supporting the topic with facts, details, and definitions.

	<p><u>High Yield Instructional Strategies</u></p> <p>Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:</p> <ul style="list-style-type: none"> - Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc. - Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses - Checks for understanding: the teacher stops at strategic points to assess learning of students - Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research based and collaborative - Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery - Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy - Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other. <p><u>Differentiation</u></p> <p>Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:</p> <ul style="list-style-type: none"> - Menu of choice - Sentence starters - Exemplars - Assignment expectations, e.g., number of paragraphs, words, etc. - Graphic organizers - Reading level e.g., providing texts at different Lexile levels - Visual aids - Small group instruction - Collaborative learning opportunities - Chunking/Writing Summaries - Summarize key points - Speak more slowly - Grammar/vocabulary wall - repeat/clarify directions
<p>4. Instruction</p> <p>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.</p>	<p><u>Direct Instruction:</u></p> <p>-Students will review previously learned vocabulary and write new vocabulary in writing journal. Students will participate in activities to learn new words, using strategies such as the use of definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.</p> <p>-Students will create an introductory statement in their writing journal that identifies and conveys the topic of the text that was provided by the teacher and prompted by</p>

	<p><i>the teacher.</i></p> <p><i>-Students will provide details, facts, and definitions in their writing journal that were identified in the text reading by the teacher and prompted by the teacher.</i></p> <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> <i>- Working in their pair groups, students will discuss, compare, and justify their journal notes with regards to their introduction statement of the topic.</i> <i>- Working in their pair groups, students will discuss, compare, and justify their journal notes with regards to the support details, definitions, and facts.</i> <i>-Students will use a graphic organizer to outline their ideas with the guidance of their teacher.</i> <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> <i>-Students will use their outlines to independently write a first draft of their paragraph.</i> <i>- Students will meet with their teacher to review their plan for revisions in a one on one setting.</i> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <i>- Students will have access to exemplars of effective informative writing pieces with an emphasis on exemplar usage of topic introductions, details, definitions, and facts.</i> <i>- Students may have different expectations for the length of paragraphs or number of reasons they provide within writing depending on ability.</i> <i>- Students will be using a graphic organizer for draft which may include different guiding questions based on ability</i> <i>- Students may be pulled for one-on-one instruction during independent practice.</i> <i>- Students will be given reading materials that are chunked into smaller parts.</i> <i>- Students will be given sentence starters to help write their essays.</i> <i>- Students will have access to dictionaries and clearly posted vocabulary wall with translations.</i>
<p>5. Formative Assessment</p> <p>List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. In this lesson, the teacher will use the outline and draft of the informative piece that students will produce to determine whether students have met each of the learning targets. The following formative assessments are correlated to learning targets:</p> <ul style="list-style-type: none"> <i>- Students will be able to explain orally or in writing that that a written informative piece examines a topic that is introduced and supported by details, definitions, and facts. The teacher will monitor progress using a checklist.</i> <i>- Students will be able to introduce their topic clearly and state an opinion in a written topic sentence. Progress will be monitored using the outline and student drafts of the opinion piece.</i> <i>- Students will be able to organize their informative/explanatory piece that is convey ideas in which reasons are logically grouped to support their purpose. Progress will be monitored using the outline and student drafts of the informative response writing.</i> <i>- Students will be able support reasons in an informative piece with facts, definitions, and details. Progress will be monitored using the outline and student</i>

	<p><i>drafts of the informative piece.</i></p> <ul style="list-style-type: none"> - <i>Provide a concluding statement that summarizes the convey idea of the student. Progress will be monitored using the outline and student drafts of the informative piece.</i> <p><i>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets.</i></p> <p>Rubric</p> <ul style="list-style-type: none"> - <i>1 = Minimally Proficient - Student demonstrate understanding of 0 to 1 of the learning targets. Students produce an outline and draft that does not fully develop or is missing three or more of the following components: topic sentence introducing topic and opinion, organization that supports the topic through the facts, definitions, and details.</i> - <i>2 = Partially Proficient - Student demonstrates understanding of 2 of the learning targets. Students produce an outline and draft that does not fully develop or is missing two of the following components: topic sentence introducing topic, organization that supports their conveyed ideas and has ideas and reasons logically grouped, facts and details supporting reasons, and a concluding statement to summarize their ideas.</i> - <i>3 = Proficient - Student demonstrates understanding of 3 learning targets Students produce an outline and draft that does not fully develop or is missing one of the following components: topic sentence introducing topic, organization that supports their conveyed ideas and reasons logically grouped, facts, definitions, and details supporting reasons, and a concluding statement to summarize their explanation.</i> - <i>4 = Mastery – Student demonstrates understanding of all 4 of the learning targets. Students produce an outline and draft that fully develop all of the following components: topic sentence introducing topic of the text, organization that supports their conveyed ideas and has reasons logically grouped, facts, definitions and details supporting reasons, and a concluding statement to summarize their explanation.</i> 										
<p>6. Summative Assessment</p> <p>Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from the Core Knowledge Sequence. They will be developed by teachers and be common across grade levels. Assessments may include different question types such as multiple choice, multi-step tasks, multi-response, free response, and essay response questions. In this case, the students will be provided a reading from CK 3rd grade and must write an informative/explanatory three paragraph essay that are aligned to the learning targets.</i></p> <p><i>The criteria used to determine whether student has mastered the required standard:</i></p> <ul style="list-style-type: none"> - <i>Students will score at least 80% on this assignment based on the rubric below.</i> <table border="1"> <thead> <tr> <th><i>Criteria</i></th><th><i>Highly Proficient-Score 4</i></th><th><i>Proficient-Score 3</i></th><th><i>Partially Proficient-Score 2</i></th><th><i>Minimally Proficient-Score 1</i></th></tr> </thead> <tbody> <tr> <td><i>Introduce Topic</i></td><td><i>Introduces the correct topic and clearly conveys ideas to the reader</i></td><td><i>Introduces the correct topic but it is unrelated to provided text</i></td><td><i>Introduces a topic but it is unrelated to provided text and as a</i></td><td><i>Is unable to introduce a topic.</i></td></tr> </tbody> </table>	<i>Criteria</i>	<i>Highly Proficient-Score 4</i>	<i>Proficient-Score 3</i>	<i>Partially Proficient-Score 2</i>	<i>Minimally Proficient-Score 1</i>	<i>Introduce Topic</i>	<i>Introduces the correct topic and clearly conveys ideas to the reader</i>	<i>Introduces the correct topic but it is unrelated to provided text</i>	<i>Introduces a topic but it is unrelated to provided text and as a</i>	<i>Is unable to introduce a topic.</i>
<i>Criteria</i>	<i>Highly Proficient-Score 4</i>	<i>Proficient-Score 3</i>	<i>Partially Proficient-Score 2</i>	<i>Minimally Proficient-Score 1</i>							
<i>Introduce Topic</i>	<i>Introduces the correct topic and clearly conveys ideas to the reader</i>	<i>Introduces the correct topic but it is unrelated to provided text</i>	<i>Introduces a topic but it is unrelated to provided text and as a</i>	<i>Is unable to introduce a topic.</i>							

		<i>its alignment to the text.</i>	<i>opening paragraph.</i>	<i>result it does not convey the intended idea.</i>	
<i>Develop Topic (Body)</i>	<i>Includes specific, relevant, and accurate facts, definitions, and details from each section of the text. Each detail is described, explained, and connected to the topic.</i>	<i>Includes some specific, relevant, and accurate facts, definitions, or details from the text. Details are described, explained, and/or connected to the text.</i>	<i>Struggles to identify specific, relevant, and accurate facts, definitions, or details from the text. Attempts to describe, explain, and connect to a topic.</i>	<i>Is unable to identify relevant facts, definitions, details and provides no reference to a topic.</i>	
<i>Revision Process</i>	<i>Demonstrates a strong understanding of producing a rough draft, creates a revision based on conventions and content.</i>	<i>Demonstrates an understanding of producing a rough draft, creates a revision based on conventions and content.</i>	<i>Demonstrates a limited understanding of producing a rough draft with no clear reference to revising content or conventions.</i>	<i>Does not attempt any revision of a rough draft.</i>	
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.					<p><i>Scholars Academy Sunnyslope will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through remediation material found in the approved curriculum. Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the School Principal and Campus Dean will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are</i></p>

two intervention blocks: one for ELA remediation and the other for Math remediation. Both are included at the end of the 90 minute blocks provided throughout the day. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of the in-class formative assessments to plan for their intervention blocks during their weekly PLC meetings. If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.

For this standard:

Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, using a lower Lexile or more familiar text to gather information for their writing, providing sentence starters, and/or giving additional time/opportunities for students to complete their writing assignment with mastery of learning targets.

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.	Students will: LT1 – Know that point of view is the position from which something is observed. LT2 – Know that point of view can specifically inform specific audiences. LT3 – Know that objective writing is based on fact and not opinion. LT4 – Analyze how the author distinguishes perspectives based on evidence. LT5 – Write a summary that identifies the textual evidence provided by author.
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.	<i>Knowledge and skills that students should master prior to meeting learning targets:</i> <ul style="list-style-type: none">• 7.RI.6 – Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.• 8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.• 8.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.• 8.RI.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <i>Prior knowledge elements are as follows:</i> <ul style="list-style-type: none">• Students are able to determine the difference between first person, second person, and third person point of view.• Students are able to apply their knowledge of point of view to a text to determine the author's point of view.• Students are able to reference prior knowledge, appropriate resources, and context to determine the meaning of words and phrases in a text.• Students appropriately reference and cite a text to support their analysis and conclusions. <i>How the prior knowledge will be used:</i> <ul style="list-style-type: none">- Teacher will activate students' prior knowledge by reading a short text aloud and having students orally identify the point of view as well as the details that led them to the point of view. The teacher will model how to analyze the text to identify distinguishing views.- The teacher will connect this activity to the new learning targets by explaining that they will use their prior knowledge of determining an author's point of view in a text and how he/she uses this to distinguish his/her position from that of others.

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.

Direct Instruction

- Teacher will introduce the big ideas, essential questions, and vocabulary associated with the learning targets in student friendly language. These should be visible in the classroom throughout the course of study of this standard to provide a frame of reference for learning.
- Big Ideas:**
 - Point of View is a tool used by authors to shape the learning experience.
 - A reader can use his or her understanding of point of view to summarize a text objectively.
- Essential Questions:**
 - What is a point of view?
 - How is point of view used by an author to inform a reader?
 - How can a point of view be summarized objectively?
- Vocabulary**
 - The vocabulary directly tied to the Learning Targets is:
 - a. Analyze
 - b. Audience
 - c. Evidence
 - d. Objective
 - e. Point of View
 - Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure.
 - Bolded vocabulary words are new to students. The goal is that students will use newly acquired vocabulary in their speaking, problem solving, and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.
 - Teacher will show a comic strip, such as Dilbert, and ask students to read it then discuss with a partner what they think the point of view of the comic is. Teacher will lead class discussion about how the author uses the comic strip to develop the point of view using each frame. Each frame adds more information in the development of the point of view used by the author. In a piece of text, the author develops the point of view in a similar way-each paragraph or chunk (frame) work together as evidence to inform the reader of the author's chosen perspective. (LT 1,2,3)
 - Teacher will provide students text of the speech given by US President John F. Kennedy for his inaugural address. (Core Knowledge 8th grade).
 - Teacher will use previously taught close reading model methods:
 1. Students read the text with appropriate scaffolds
 2. Underline important vocabulary or words not known
 3. Highlight important parts
 4. Annotate questions they have or things that don't make sense
 5. Discuss with a partner what the texts are about
 6. Teacher reads texts aloud and leads class discussion clarifying vocabulary and meaning as needed
 7. Students re-read text and extend their thinking (what other questions do they have, what connections can they make, etc.)
 - Teacher will lead class discussion in which students determine the point of view of the Kennedy speech specific to the audience he addresses specifically. (LT 1,2)
 - Teacher will explain that they will now work to see how Kennedy used details to develop his point of view and that it is more than just identifying the author. In this case, Kennedy intends to inform and solicit a response

- from each unique audience. (LT 2,3)*
- *Teacher will chunk the speech into three parts:*
 1. *Kennedy addresses past and present political leaders in attendance.*
 2. *Kennedy addresses nations abroad that might be listening, including both allies and adversaries.*
 3. *Kennedy addresses fellow citizens and the American public in general.*
 - *Teacher will model how to write an explanation of the first part of the speech by identifying key words used to specifically his viewpoint and the specific audience for each viewpoint. (LT 4,5)*
 - *Teacher will elicit student responses to identify each of the pieces described above. Teacher will use highlights for identification:*
 - o *Sections 1-3 = Addressing American political leaders.*
 - o *Sections 4-20 = Addressing other nations abroad.*
 - o *Section 21-27 = Addressing fellow American citizens.*
 - *Teacher will direct students to use the same highlight method to write examples into their writing journal with an emphasis on words that clearly illustrate the author/speaker is changing the point of view to address a specific reader/listener.*
 - *Teacher will model how to write an objective summary of the first section of Kennedy's speech based on the previous instruction (LT 4,5).*

Guided Practice

- *Teacher will instruct students to work in pairs to follow the same steps for the second section of Kennedy's speech. Students will work together to write a 4-5 sentence explanation of the section, then highlight key words that illustrate that Kennedy is still speaking to nations abroad. Teacher will remind students that this is to be written objectively. (LT 3,4,5)*
- *Teacher will then pair students with a different partner and instruct students to explain to the new partner how the previous step was completed.*
- *Teacher will bring students back to whole group and use questioning strategies to clarify, reinforce, and reteach as needed to ensure students are ready to attempt the third part independently.*
- *Teacher will guide discussion so students reach consensus on who Kennedy is speaking to specifically and thus informing via his viewpoint.*
- *Teacher will direct students to work in pairs to write a summary of the second section of Kennedy's speech with care to include evidence regarding what Kennedy wants nations abroad to be informed of. This might include his reference to "let us begin anew... civility is not a sign of weakness..." (LT 3,4,5).*

Independent Practice

- *Teacher will instruct students to work independently to repeat the process for the third section of Roosevelt's speech. (LT 3,4,5)*

High yield instructional strategies:

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- *Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.*

	<ul style="list-style-type: none"> - <i>Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses</i> - <i>Checks for understanding: the teacher stops at strategic points to assess learning of students</i> - <i>Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative</i> - <i>Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery</i> - <i>Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction</i>
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.	<p><u>Direct Instruction</u></p> <ul style="list-style-type: none"> - Students will participate as teacher shares the big ideas, essential questions, and vocabulary associated with the learning targets for this standard. - Students will read a comic strip with a partner and discuss what they think the central idea of the comic is (LT 1). - Students will participate in a class discussion about how the author uses each frame of the comic strip to develop his/her point of view. Students will reach consensus on the point of view of the comic strip (LT 1,2). - Students will connect this idea to how an author informs the reader in a text (LT 2). - Students will use previously learned close reading strategies to read the text of the speech given by US President John Kennedy at his inaugural address (Core Knowledge 8th grade): <ul style="list-style-type: none"> 1. Students read the text with appropriate scaffolds 2. Underline important vocabulary or words not known 3. Highlight important parts 4. Annotate questions they have or things that don't make sense 5. Discuss with a partner what the texts are about 6. Teacher reads texts aloud and leads class discussion clarifying vocabulary and meaning as needed 7. Students re-read text and extend their thinking (what other questions do they have, what connections can they make, etc.) - Students will participate in a class discussion in which they will identify words and details that illustrate the point of view (LT 2,3). - Students will follow along as teacher models how to use details to identify and develop the point of view for the first section of the speech (LT 2,3) (the text will be broken down into three sections: <ul style="list-style-type: none"> 1. Kennedy addresses American political leaders, past and present. 2. Kennedy addresses nations abroad, leaders and general population. 3. Kennedy addresses fellow American citizens. - Students will write modeled paragraph into their writing journal using the highlight system modeled by the teacher. - Students will identify examples of subjective sentences purposely included by the teacher and suggest how to rewrite to make them objective with regards to analyzing the point of view. (LT 3,4,5). - Students will write summary paragraph modeled by teacher into their writing journal (LT 5).

	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> - Students will work with a partner to follow the same steps modeled by the teacher for the second section of Kennedy's speech. Students will write a 4-5 sentence explanation of the section, then highlight key words that identify who Kennedy is addressing and the information Kennedy wants to tell each audience specifically. Students will write the sentences from an objective standpoint by using evidence to support each claim. Students can recall a "vibe" or "feeling" but must identify supporting words and phrases. - Students will work with a new partner to explain how previous step was completed. Students will give feedback and suggestions for improvement. - Students will participate in whole group discussion to ask questions, get clarification, or reinforcement before moving to independent practice. - Students will work in pairs to write a summary of the second section of Kennedy's speech (LT 3,4,5). <p><u>Independent Practice</u></p> <p>Students will repeat the process for the third section of Roosevelt's speech.</p>										
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson.</p> <p>Students will turn in their independent practice for section three of Kennedy's speech. Teacher will use a checklist to identify the following are present:</p> <ul style="list-style-type: none"> - Point of view stated - Relevant details support the audience based on point of view - Student writing is objective and does not contain any personal opinions - Student has described the detail - Student has explained how Kennedy identified his audience and more importantly what he wanted to communicate to his audience. 										
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.	<p>Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from the Core Knowledge Sequence. They will be developed by teachers and be common across grade levels. Assessments may include different question types such as multiple choice, multi-step tasks, multi-response, free response, and essay response questions.</p> <p>How students will demonstrate mastery of the required standard: Students will write an objective summary of Martin Luther King's "I Have a Dream" speech from 1963.</p> <p>The criteria used to determine whether student has mastered the required standard:</p> <ul style="list-style-type: none"> - Students will score at least 80% on this assignment based on the rubric below. <table border="1"> <thead> <tr> <th>Criteria</th><th>Highly Proficient-Score 4</th><th>Proficient-Score 3</th><th>Partially Proficient-Score 2</th><th>Minimally Proficient-Score 1</th></tr> </thead> <tbody> <tr> <td>Point of View</td><td>Determines more than one audience based on point of view and accurately explains how</td><td>Determines one audience group based on point of view and can follow its development over the course</td><td>Determines one audience group based on point of view, but is unable to explain how it</td><td>Is unable to determine the point of view of the author.</td></tr> </tbody> </table>	Criteria	Highly Proficient-Score 4	Proficient-Score 3	Partially Proficient-Score 2	Minimally Proficient-Score 1	Point of View	Determines more than one audience based on point of view and accurately explains how	Determines one audience group based on point of view and can follow its development over the course	Determines one audience group based on point of view, but is unable to explain how it	Is unable to determine the point of view of the author.
Criteria	Highly Proficient-Score 4	Proficient-Score 3	Partially Proficient-Score 2	Minimally Proficient-Score 1							
Point of View	Determines more than one audience based on point of view and accurately explains how	Determines one audience group based on point of view and can follow its development over the course	Determines one audience group based on point of view, but is unable to explain how it	Is unable to determine the point of view of the author.							

		<i>the author develops the perspective.</i>	<i>of the text.</i>	<i>is developed over the course of the text.</i>	
	<i>Use of text in development of point of view</i>	<i>Includes specific, relevant, and accurate details from each section of the text. Each detail is described, explained, and connected to the point of view</i>	<i>Includes some specific, relevant, and accurate details from the text. Details are described, explained, and/or connected to the text.</i>	<i>Struggles to identify specific, relevant, and accurate details from the text. Attempts to describe, explain, and connect to the point of view. Some information may be irrelevant or inaccurate.</i>	<i>Is unable to identify relevant details.</i>
	<i>Objective summary</i>	<i>Provides an objective summary of the text and thoroughly describes relevant details and the evidence to support them.</i>	<i>Provides an objective summary of the text by focusing on relevant details to support the central idea.</i>	<i>Attempts to provide an objective summary of the text, but may include personal opinion.</i>	<i>Is unable to provide an objective summary of the text.</i>
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.					
<p><i>Scholars Academy Sunnyslope will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through remediation material found in the approved curriculum. Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the School Principal and Campus Dean will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there</i></p>					

are two intervention blocks: one for ELA remediation and the other for Math remediation. Both are included at the end of the 90 minute blocks provided throughout the day. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of the in-class formative assessments to plan for their intervention blocks during their weekly PLC meetings. If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.

For this standard:

Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, using a lower Lexile or more familiar text to gather information for their writing, providing sentence starters, and/or giving additional time/opportunities for students to complete their writing assignment with mastery of learning targets.

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	<p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>
<p>1. Learning Targets</p> <p>Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Write narratives to develop real or imagined experiences or events 2. Write narrative that use techniques, such as dialogue, pacing, and description with relevant details, to develop experiences, events, and/or characters. 3. Write narratives that use techniques with a variety of transition words, phrases, and clauses to convey sequences and signal shifts from one-time frame or setting to another.
<p>2. Prior Knowledge</p> <p>List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <p>a. 5.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description, to develop experiences and events. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>b. 6.W.3 a – Engage and orient the reader by establishing a context and introducing a character and/or narrator; organize an event sequence that unfolds naturally and logically.</p> <p>c. 6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Prior Knowledge Elements:</p> <ul style="list-style-type: none"> • Students are able to organize their writing into a coherent sequence. • Students are able to draw upon real experiences or their imagination to create a story. • Students are able to integrate writing techniques, descriptions, and structure to write an engaging narrative. <p><i>The teacher will use prior knowledge to help support student understanding of new learning targets. Throughout the lesson, the teacher may use the students' prior</i></p>

	<p><i>knowledge to help support and remediate.</i></p>
<p>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.</p>	<p><u>Essential Question</u> Introduce the Essential Question(s):</p> <ul style="list-style-type: none"> - <i>What are the necessary parts of a narrative? How can these be used to convey real or imagined events?</i> - <i>What is dialogue? How can dialogue be used to personalize a character within an event?</i> - <i>What are transition words? How can they be used to portray shifts in time or ideas?</i> <p><u>Big Idea</u> Introduce the big idea:</p> <ul style="list-style-type: none"> - <i>"Writers use narratives to create and share real or imagined events."</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - <i>The vocabulary directly tied to the Learning Targets is:</i> <ul style="list-style-type: none"> a. Transition b. Narrative c. Dialogue d. Pacing - <i>The goal is that students will use newly acquired vocabulary in their speaking and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.</i> <p><u>Direct Instruction/Modeling</u></p> <ul style="list-style-type: none"> - <i>Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure.</i> - <i>Instruction begins with a high interest activity such as reading the narrative exemplar, <i>The Raven</i> by Edgar Allan Poe (Core Knowledge literature for 6th grade). The teacher will read the text aloud to model effective read-aloud strategies.</i> - <i>During the reading, the teacher will stop at strategic pausing points and model using the dialectical journal to find examples of dialogue (LT 2), pacing of story (LT 2), examples of transition words (LT 3), as narrative techniques. They will focus on explaining the effect they have within a narrative and the events.</i> <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> - <i>Teacher will allow students to work in groups to identify examples of techniques within each of the Learning Targets such as finding examples of dialogue (LT 2), pacing (LT 2), and transitional words (LT 3), well-structured sequencing of events (LT 3). Using the dialectical journal, they will explain their effect in the narrative using examples from the text. Teacher will lead a class discussion on the examples they identified.</i> - <i>Teacher leads group discussion to create group model narrative from the point of view of "Julius Caesar" by Shakespeare. (Core Knowledge 6th grade) using an outline graphic organizer and teacher created rubric. Teacher directs students to record group narrative to use as an exemplar during Independent Practice. (LT 1,2,3) It is likely this is a reference to a</i>

previously explored literature study of the same text earlier in the year.

Independent Practice

- Teacher will assign students to write a draft of a narrative coming from the opening events within the novel. The draft must do the following: identify relevant dialogue (LT 2), Introduce the narrator and characters (LT 2), have a well-structured sequence of events that unfolds naturally and logically (LT 3), and use narrative techniques such as transition words (LT 4).
- Teacher will assign students to review their drafts using the teacher created rubric before conferencing one on one with the teacher.
- Teacher will work with individual students or small groups to provide feedback and additional instruction as needed.

High Yield Instructional Strategies

Teachers are required to implement instructional non negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
- Checks for understanding: the teacher stops at strategic points to assess learning of students
- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative
- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
- Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction
- Cross curricular connections: Content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy
- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established systems, routines, and procedures. Meets students' IEP, 504, ELL, or other needs at an exemplar level.

Differentiation:

Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:

- Menu of choice
- Exemplars
- Assignment expectations, e.g., number of paragraphs, words, etc.
- Graphic organizers
- Reading level e.g., providing texts at different Lexile levels
- Visual aids
- Small group instruction
- Collaborative learning opportunities
- Chunking/Writing Summaries
- Summarize key points

	<ul style="list-style-type: none"> - Speak more slowly - Grammar/vocabulary wall - Sentence starters <p><i>For this standard the following methods would be recommended:</i></p> <ul style="list-style-type: none"> - Small group instruction - Exemplars - Assignment expectations - Graphic organizer (dialectical journals) - Collaborative learning opportunities (group work) - Grammar/vocabulary wall <p><i>Sentence starters</i></p>
<p>4. Instruction</p> <p>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.</p>	<p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> - Students review previously learned vocabulary and write new vocabulary in writing journal. Students participate in activities to learn new words, using best practice strategies. - While teacher is reading, students will annotate provided text of <i>The Raven</i> using the school wide adopted close reading strategies. - During pausing points, students will record the teacher's examples of dialogue (LT 2), identification of pacing (LT 2), transitional words (LT 3), and well-structured sequencing of events (LT 3). They will also record the effect they have within a narrative using dialectical journals. <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> - Students will work in groups to identify examples of techniques within each of the Learning Targets such as dialogue (LT 2), identification of pacing (LT 2), transitional words (LT 3), and well-structured sequencing of events (LT 3). Using the dialectical journal, they will explain their effect in the narrative using examples from the text. They will participate in a teacher led class discussion on the examples they identified. - Students will provide input to create a group model narrative from the dialogue, pacing and transitions from 'Julius Caesar.' (Core Knowledge 6th grade) using an outline graphic organizer and teacher created rubric. Students will individually record the group narrative to use as an exemplar during Independent Practice. (LT 1,2,3) <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> - Students will write a draft of a narrative based on the opening events of "Julius Caesar." The draft must do the following: evidence/use based on dialogue (LT 2), introduce the pacing of the character's development in the narrative (LT 2), clearly identify transition words that aid in the narrative (LT 3) and articulate the well-structured sequencing of events (LT 3). - Students will review their drafts using the teacher created rubric before conferencing one on one with the teacher. - Students will work with the teacher individually or in small groups to receive feedback and additional instruction as needed. <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> - Students will have the choice of picking their narrative topic. The menu of options takes into consideration both student ability levels and interests. - Students will utilize a graphic organizer that includes guiding questions to help organize their ideas.

	<ul style="list-style-type: none"> - Depending on language proficiency level, students may have personalized length requirements as well as sentence starters to assist the expression of their ideas. - Depending on language proficiency level, students may write their narrative in their native language and work with a dictionary and/or peer to translate their writing into English. 				
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson.</p> <p>During the writing of a narrative, from the perspective of a character in "Julius Caesar", the teacher will use a checklist to determine evidence of mastery of the Learning Targets. Criteria for determining whether students have met each of the learning targets:</p> <ol style="list-style-type: none"> 1. Student engaged the reader by identifying the sequence of events. 2. Student engaged the reader by identifying key dialogue used by characters. 3. Student organized a well-structured event sequence that identified key transition words used to progress from each event. <p>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets:</p> <p>Rubric</p> <ul style="list-style-type: none"> - 1 = Minimally Proficient - Student demonstrates understanding of 0 to 1 of the learning targets. Students produce an outline and draft that does not fully develop or is missing three or more of the following components: dialog, transition words, a well-structured event sequence that unfolds naturally and logically. - 2 = Partially Proficient - Student demonstrates understanding of 2 of the learning targets. Students produce an outline and draft that does not fully develop or is missing two of the following components: character dialogue, transition words, and a well-structured event sequence that unfolds naturally and logically. - 3 = Proficient - Student demonstrates understanding of 3 learning targets. Students produce an outline and draft that does not fully develop or is missing one of the following components: identification of character dialogue, transition words, and a well-structured event sequence. - 4 = Mastery – Student demonstrates understanding of all 4 of the learning targets. Students produce an outline and draft that fully develop all of the following components: an character dialogue, transition words, and a well=structured event sequence. 				
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.	<p>The summative assessment for this standard is the final product of the narrative writing sample. The following rubric which was adapted from the AzMERIT Writing Rubric but with an alignment to the three specific learning targets of this lesson.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	4	3	2	1
4	3	2	1		

	<p><i>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</i></p> <ul style="list-style-type: none"> • Strongly developed real or imagined experiences or events. • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion 	<p><i>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</i></p> <ul style="list-style-type: none"> • Maintained development of a real or imagined experience or event. • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p><i>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</i></p> <ul style="list-style-type: none"> • Focused on an experience or event but insufficiently sustained the thought • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p><i>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</i></p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • No clear development of an experience or event. • Too brief to demonstrate knowledge of focus or organization
--	--	---	---	---

		<p><i>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources and details. The response includes most of the following:</i></p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant details, such as dialogue and pacing. • Effective use of a variety of elaborative techniques (including but not limited to characterization, dialogue, pacing, and transitional words), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language 	<p><i>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources and details. The response includes most of the following:</i></p> <ul style="list-style-type: none"> • Generally integrated and relevant detail, such as dialogue and pacing. • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language 	<p><i>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources and details. The response may include the following:</i></p> <ul style="list-style-type: none"> • Weakly integrated detail • Repetitive or ineffective use of elaborative techniques that include dialogue or pacing. • Imprecise or simplistic expression of ideas 	<p><i>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources and details. The response may include the following:</i></p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant detail that involve dialogue or pacing. • Expression of ideas that is vague, unclear, or confusing
<p>7. Remediation</p> <p>Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p>Evidence & Elaboration (LT 1,2,3)</p> <p>Scholars Academy Sunnyslope will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through remediation material found in the approved curriculum. Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3</p>				

is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.

Prior to pre-service training, the School Principal and Campus Dean will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.

Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Both are included at the end of the 90 minute blocks provided throughout the day. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of the in-class formative assessments to plan for their intervention blocks during their weekly PLC meetings. If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.

For this lesson: (Writing Specific)

- *One on one or small group instruction*
- *Extended time to complete assignment*
- *Targeted activities such as more practice to address Learning Targets not mastered*

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	<p>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.</p>
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.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the fractional equivalent of a percentage. 2. Apply given percentages, based on a real-life problem, to a dollar equivalent to identify an hourly increase in the form of a decimal (currency). 3. Apply an hourly increase to a starting salary to identify the total hourly rate for an individual receiving a wage increase.
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.	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> - 7.EE.B.2 Rewrite an expression in different forms, and understand the relationship between different forms, and their meanings in a problem context. <p><i>Students must also have experience with dissecting real-world problems and placing them into equitable forms. This specific skill would have been found in 6.G.A although the equations would have been geometrically based. This real-world context is consistent with the lesson standard found in 7.EE.B.3</i></p> <p><i>The teacher will use prior knowledge to help support student understanding of new learning targets. Throughout the lesson, the teacher may use the students' prior knowledge to help support and remediate such as using student knowledge of proportional relationships to find the slope of a linear function.</i></p>
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.	<p><u>Essential Question:</u> <i>Introduce the Essential Question(s):</i></p> <ul style="list-style-type: none"> - How does an employee identify a new hourly rate based on a percentage raise increase? - How does an employee identify the impact of a raise to total compensation? <p><u>Big Idea:</u> <i>Introduce the Big Idea:</i></p> <ul style="list-style-type: none"> - Percentage increases to a starting compensation can be provided in various forms to identify the new compensation of an employee. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - Vocabulary will be reviewed prior to the beginning of direct instruction to help make connections to background knowledge and build new knowledge. - The vocabulary directly tied to the Learning Targets is: <ol style="list-style-type: none"> a. Real world context b. Raise (financial context) c. Salary d. Hourly rate e. Percentage - Bolded vocabulary words will be emphasized during the lesson. These words

may be new or critical to the understanding of the concepts. The goal is that students will use acquired vocabulary in their speaking and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.

Shared Inquiry

- When applicable math lessons will begin with a shared inquiry activity to provide students the opportunity to explore concepts.
- Following the introduction of the Essential Questions and the Big Idea, the teacher will pose a series of problems for groups of students to solve collaboratively that progressively address the learning targets. (beginning with LT 1 building through LT 3).
- Throughout the activity, the teacher will pose strategic questions to guide students to develop their own strategy for solving each problem using their background knowledge on equations and rational number conversions.
- The teacher will give students time to collaboratively work on each problem with their table group to find the correct answer and develop a strategy for solving that type of problem.
- That will be followed by time to share their strategies with the whole before attempting to solve the problem again. During this time, the teacher will not provide direct instruction rather will focus their attention on guiding students to use their problem-solving skills to begin forming an understanding of the learning targets.

Direct Instruction/Modeling:

- Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure.
- Following the discussion of new vocabulary, the teacher will address the learning targets tied to the exploratory math problems presented during the shared inquiry. The teacher will explicitly teach and model the concepts needed to master the learning targets of identifying fractional equivalents of percentage increase (LT 1), applying fractions to the hourly rate of a salary (LT 2), and add increase amount to the starting hourly rate to identify an ending salary rate (LT 3). Teacher will use the shared inquiry math problems to make connections to the knowledge and strategies students developed during that part of the lesson.
- The teacher will use this time to specifically address any misconceptions that might have appeared during the shared inquiry or that are common for this standard. Some of these misconceptions include misidentifying the correct fractional equivalent (LT 1), multiplying the fractional equivalent to an hourly rate (LT 2), and correctly applying this increase in the form of currency (LT 3).

Guided Practice:

- The teacher will pose more problems addressing LT 1-3 but particularly focusing on the application of skill LT 3 since the answers to this skill require the successful execution of the previous two Learning Targets. The teacher will allow students to work with partners to solve the problems using the strategies that were just taught. The teacher will circulate, answer questions, and assist as needed.
- The teacher will bring class together after each problem to have students explain the strategies they used to solve the problem as well as any points of confusion they encountered. The teacher will record those strategies on an anchor chart that will be posted in the classroom.

Independent Practice:

- During independent practice, the teacher will use their observations from the guided practice to assign students to one of three playlists of problems. All three playlists will include problems that address LT 1-3. However, the rigor of these problems will be differentiated with the first being for students that still need more support, the second being for students who are ready to practice the concepts, and the last for students that need enrichment. Each of the playlists will be divided into three categories (one for each learning target). For students to earn full points, they will have to complete a certain number of problems in each category.
- During this time, the teacher will circulate and work with individuals or groups that demonstrated the need for additional support during the guided practice or that demonstrate the need during independent practice.

High Yield Instructional Strategies:

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
- Checks for understanding: the teacher stops at strategic points to assess learning of students
- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative
- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
- Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction
- Cross curricular connections: Content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy
- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established systems, routines, and procedures. Meets students' IEP, 504, ELL, or other needs at an exemplar level.

Differentiation:

Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:

- Menu of choice
- Exemplars
- Assignment expectations, e.g., number of paragraphs, words, etc.
- Graphic organizers
- Reading level e.g., providing texts at different Lexile levels
- Visual aids
- Small group instruction
- Collaborative learning opportunities
- Sentence Starters
- Chunking/Writing Summaries
- Summarize key points

	<ul style="list-style-type: none"> - Speak more slowly - Grammar/vocabulary wall <p><i>For this standard the following methods would be recommended:</i></p> <ul style="list-style-type: none"> - Menu of choice – playlist instruction allows for students to pick which problems they want to complete within a given section. - Differentiated playlists that take into consideration student ability - Math word problems read aloud - Clearly posted vocabulary wall with translations - Dictionary and/or translation problems
<p>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.</p>	<p><u>Shared Inquiry</u></p> <ul style="list-style-type: none"> - In groups, students will work to solve collaboratively a series of problems that address the learning targets leading to ultimately identifying the new hourly rate of an employee that receives a percentage raise increase from an employer. - The students will answer questions posed by the teacher throughout the activity and will record any new insights they reach in their math journals. - The groups will have the opportunity to share their answers and strategies with the whole class. While groups share their strategies, students will record any new insights they reach in their math journals. <p><u>Direct Instruction/Modeling:</u></p> <ul style="list-style-type: none"> - Students will review previously learned vocabulary and write new vocabulary in math journal. Students will participate in activities to learn new words and strategies. - Following the discussion of new vocabulary, the students will continue to record notes on the new concepts modeled by the teacher. These concepts will include: converting percentages into fractions (LT 1), applying fractions to an hourly rate (LT 2), and adding this hourly increase with the starting hourly rate to create a new hourly rate (LT 3). - Students will also record any misconceptions identified during this process specific to all three learning targets. <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> - Students will participate in teacher led practice of that day's learning target. With a partner, students will solve problems involving the LT 1-3 but will particularly focus on the application of the skills in LT 3 to create a final solution that is applicable to the real-world context of an hourly rate increase. - When asked, students will share with the whole class their process for solving the problems. They will also record any new information in their journals. - In partners, students will use what they have recorded in their journals to put into note form the new learning or strategy they have gained during that lesson. Selected partners will be asked to share with the whole class. <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> - Students will complete one of three playlist assignments (addressing LT 1-3) depending on the support or enrichment they need. Each of the playlists will be divided into three categories (one for each learning target). For students to earn full points, they will have to complete a certain number of problems in each category. - During this time, students may work one on one or in a group setting with the teacher if they demonstrated the need for additional support during the guided practice or during independent practice.

	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> - Students will have the choice to select from their playlist which problems they want to complete within a given section. - Students will be assigned a playlist according to their ability. - Students may have any math word problem read aloud to them. - Students will have access to clearly posted vocabulary wall with translations. - Students will have access to a dictionary and/or translation of problems
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. The following formative assessments are correlated to the learning targets:</p> <ol style="list-style-type: none"> 1. Students will be able to convert percentages into fractions. 2. Students will be able to apply fractions to identify an equation that results in a solution (new hourly rate increase). 3. Students will be able to apply the hourly increase to the starting rate to identify the new hourly rate. <p>Teacher will monitor progress towards mastery using a 10 question quiz with multiple choice and open-ended response questions. Mastery will be identified as 90% or higher, proficiency will be identified as 80-89%, partial proficiency will be identified as 70-79%, and minimal proficiency will be identified as anything lower than 70%.</p>
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.	<p>Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from My Math. They will be developed by teachers and be common across grade levels. Assessments will include different question types such as multiple choice, multi-step tasks, multi-response, and free response.</p> <p>The summative assessment for this standard will be a 30-question test in which students will be given ten real-world salary increase problems, with different variables, to do the following:</p> <ul style="list-style-type: none"> • Convert the established percentage increase, from each word problem, into a fraction. (10 pts) • Apply the fraction identified to the starting hourly rate, provided in each word problem, to identify the hourly increase amount. (10 pts) • Apply the new hourly increase amount to the starting hourly rate to determine the new hourly wage rate for an employee. (10 pts) <p>Criteria used to determine student mastery:</p> <ul style="list-style-type: none"> - Summative assessment questions consisting of single response questions will be scored by percentage correct, with at least 90% accuracy indicating mastery. - Summative assessment questions consisting of multi-step tasks or multiple responses will also be scored by percentage correct, with at least 90% accuracy indicating mastery. However, these questions will be further reviewed to determine if the error was due to a computation error, question type confusion, or a lack of mastery of the learning target.
7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.	<p>Scholars Academy Sunnyslope will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through remediation material found in the approved curriculum. Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</p>

	<p><i>Prior to pre-service training, the School Principal and Campus Dean will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Both are included at the end of the 90 minute blocks provided throughout the day. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of the in-class formative assessments to plan for their intervention blocks during their weekly PLC meetings. If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p> <p><i>For this standard:</i></p> <ul style="list-style-type: none"> - Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, beginning with foundational concepts like percentage conversions. Students will convert changes to an hourly employees pay upon receiving a small percentage increase from a supervisor. - Additional time/opportunities for students to reach mastery.
--	--

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.	Students will: <ol style="list-style-type: none"> 1. Obtain information on how scientists identify substances. 2. Evaluate information regarding how scientists identify substances. 3. Identify if the identification process is different for physical vs. chemical properties. Students can explain and defend the value of the scientific process by understanding the formality of identification.
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.	Knowledge and skills that students should master prior to meeting learning targets: <ul style="list-style-type: none"> • 7.L1U1.8 – Obtain, evaluate, and communicate information to provide evidence that all things are made up of cells. (Special attention on the skill of “obtaining and evaluating... information...”) • 8.P1U1.1: Develop and use a model to demonstrate that atoms and molecules can be combined or rearranged in chemical reactions to form new compounds with the total number of each type of atom conserved. • U1: Scientists explain phenomenon using evidence obtained from observations and/or scientific investigations. Evidence may lead to develop models and/or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

	<p><u>Prior Knowledge Elements</u></p> <ul style="list-style-type: none"> • Students are able to communicate their findings and express their ideas. Students are able to derive meaning from texts to evaluate the scientific validity of information and integrate that information with existing theories or explanations. <p><i>The teacher will use prior knowledge to help support student understanding of new learning targets. Throughout the lesson, the teacher may use the students' prior knowledge to help support and remediate such as using student knowledge of proportional relationships to find the slope of a linear function.</i></p>
<p>3. Instructional Plan</p> <p>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.</p>	<p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> - Teacher will place students into two groups (A and B) in order to setup a future discussion and resolution regarding the process of identifying information. - Group A will focus on the obtain and evaluation of a substance with regards to physical properties (LT 3). Group B will focus on the obtaining and evaluation of a substance with regards to chemical properties (LT 3) - Teacher will lead whole group discussion about the effectiveness of the approach to be taken by Group A and Group B. Areas of discussion will include the design of the activity, the results of the activity, the method of communication, and the conclusion. The goal of the discussion is for students to address the following: <ul style="list-style-type: none"> ○ Science is about obtaining information. ○ Science is about evaluating information. ○ Science is about analyzing and comparing information. ○ The importance of keeping accurate records (lab journals) ○ How a scientist obtains information for future records (LT 1) ○ How a scientist evaluates information for his/her (LT 2) - Teacher will guide class discussion with the goal of students developing the Essential Question and Big Idea: <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> - Why is it important for scientists to have a formal process for identifying substances based on physical and chemical properties? <p><u>Big Idea:</u></p> <ul style="list-style-type: none"> - To maintain their credibility with other scientists and society, it is essential for scientists to identify substances accurately. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - The vocabulary directly tied to the Learning Targets is: <ol style="list-style-type: none"> a. Identify (science context) b. Substance c. Physical property d. Chemical property - Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. - The goal is that students will use newly acquired vocabulary in their speaking, problem solving, and writing. This will be achieved through the Core Knowledge strategy of repeated exposure. <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> - Teacher will have both groups use IT and curriculum resources (Science Fusion Unit G) to identify unique physical and chemical properties used to identify a

- substance (LT 3)*
- Teacher will explain to students that they will work in the same groups but this time all groups are expected to switch and focus on the alternative property that was provided in the earlier instruction and process. (LT 1,2)
 - Once groups have concluded the activity, the teacher will pair up subgroups. Each subgroup will present their findings regarding the two property types to the other and defend their answer and results. (LT 3)
 - Groups will then discuss internally the "how" regarding obtaining and evaluating information based on the material found in the resource material.
 - The focus is on the analysis and comparison of both property types but through the experience of trying to understand the process for scientists. The use of lab journals is vital to this process and will be emphasized.

High Yield Instructional Strategies:

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement methods such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
- Checks for understanding: the teacher stops at strategic points to assess learning of students
- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative
- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
- Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction
- Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy
- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other.

Differentiation:

Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:

- Menu of choice
- Sentence starters
- Exemplars
- Assignment expectations, e.g., number of paragraphs, words, etc.
- Graphic organizers
- Reading level e.g., providing texts at different Lexile levels
- Visual aids
- Small group instruction
- Collaborative learning opportunities
- Strategic grouping of students
- Chunking/Writing Summaries

	<ul style="list-style-type: none"> - Summarize key points - Speak more slowly - Grammar/vocabulary wall - repeat/clarify directions <p><i>For this standard the following methods would be recommended:</i></p> <ul style="list-style-type: none"> - Strategic grouping of students - Collaborative learning opportunities - Strategic grouping of students - Collaborative learning opportunities - Vocabulary wall
<p>4. Instruction</p> <p>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.</p>	<p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> - Students will be divided into Group A and Group B and use IT and curriculum resources to identify differences between physical and chemical properties of substances. (LT 3) - Each sub group of students will receive the same supplies to inquire about these differences and record in a lab journal. (LT 3) - Students will develop Essential Questions and Big Ideas based on the preceding discussion. Student ideas should reflect the ideas contained in the Essential Question and Big Idea listed below (LT 1,2,3) <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> - Why is it important for scientists to have a formal process for identifying the physical and chemical properties of a substance? <p><u>Big Idea:</u></p> <ul style="list-style-type: none"> - To maintain their credibility with other scientists and society, it is essential for scientists to maintain formal records to properly identify a substance. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - Students will actively participate during instruction of new vocabulary/review of previously learned vocabulary by recording in a vocabulary notebook. <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> - Students will work in the same groups to repeat the process but this time they will switch to the alternative property used by the other group. (LT 1) - Students will evaluate their findings with regards to the other property and compare this to the first group attempt during the direct instruction group discussion. (LT 2) - Students will record in their lab journals "how" they obtain and evaluated information in order to better understand and answer the essential question. (LT 1).
<p>5. Formative Assessment</p> <p>List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. The following formative assessments are correlated to the learning targets:</p> <ol style="list-style-type: none"> 1. Students will be able to obtain information on physical and chemical properties. 2. Students will be able to evaluate the information obtained and identify differences between the two. 3. Students will show evidence in the lab journal that there were differences between property types. 4. Students will show evidence in the lab journal, through short answer response,

	<p><i>that they understand why scientists need a formal process for identifying substances.</i></p> <p>5. <i>Students will show evidence in the lab journal, through short answer response, that they understand how the credibility of a scientist is based on a formal process of identifying substances.</i></p> <p><i>Teacher will monitor progress towards mastery using a 5 point evaluation, using lab journal responses and discussion response, at the end of class. Mastery will be identified as 90% or higher, proficiency will be identified as 80-89%, partial proficiency will be identified as 70-79%, and minimal proficiency will be identified as anything lower than 70%.</i></p>
<p>6. Summative Assessment</p> <p>Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from Science Fusion. They will be developed by teachers and be common across grade levels. Assessments will include different question types such as multiple choice, multi-step tasks, multi-response, and free response.</i></p> <p><i>The summative assessment for this standard will be a 20-question test in which students will be given ten real-world substances and apply identification principles to correctly identify them. This will be followed up with one five point short answer responses to the essential questions and big ideas from the lesson.</i></p> <ul style="list-style-type: none"> • <i>Successfully identify physical properties, one reflection per item, for ten items. (10 pts)</i> • <i>Successfully identify chemical properties, one reflection per item, for ten items. (10 pts)</i> • <i>Successfully respond to the question "Why is it important for scientists to have a formal process for identifying substances?" (5 points)</i> <p><i>Summative assessment questions consisting of multi-step tasks or multiple responses will also be scored by percentage correct, with at least 90% accuracy indicating mastery. However, these questions will be further reviewed to determine if the error was due to a computation error, question type confusion, or a lack of mastery of the learning target.</i></p>
<p>7. Remediation</p> <p>Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Scholars Academy Sunnyslope will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through remediation material found in the approved curriculum. Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the School Principal and Campus Dean will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Both are included at the end of the 90 minute blocks provided throughout the day. Science and Social Studies standards may be addressed during the ELA block as needed.</i></p>

Teachers will use the results of the in-class formative assessments to plan for their intervention blocks during their weekly PLC meetings. If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.

For this standard:

- *Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, beginning with foundational concepts identification principles.*

Additional time/opportunities for students to reach mastery.

Operational Plan

- **B.1 Applicant Entity**
- **B.2 School Governing Body**
- **B.3 Management and Operation**
- **B.3.2 Contracted Services**

B.1

Applicant Entity

B.1 Applicant Entity - Narrative

Scholars Academy Sunnyslope is an Arizona non-profit that intends to operate a charter school in Arizona. The following narrative will describe the applicant's history, vision/mission formation, organizational charts, subsidiary relationships, relevant associations, and founding team roles.

A. Applicant's History

Scholars Academy Sunnyslope was formed in March of 2019 and was founded by Tim Boykin, Elaine Baldrige, and Jason Romero. All three founders have a history in providing leadership to successful charter schools. Additionally, all three founders have a sincere desire to serve the families of Sunnyslope specifically. Upon approval, Scholars Academy Sunnyslope will enter into a contract with the Arizona State Board for Charter Schools with the intent to open in August 2020.

Tim Boykin is the founder of an "A" rated charter school in Glendale, Arizona called Ethos Academy. He served as the School Principal for the first three years and successfully navigated the school through the startup phase, academic oversight, operational compliance, and a building campaign. In addition, Mr. Boykin was a dual fellow with New Schools for Phoenix and Team CFA. He has previous experience as an administrator and teacher for two other "A" rated charter schools in Peoria and Phoenix. They are Ridgeline Academy and Happy Valley School. With Ridgeline, Mr. Boykin was the Assistant Principal for two years while developing and founding Ethos Academy and he participated in all facets of academics, operations, and governance. Happy Valley School was where he taught for five years in the fourth and fifth grades predominately. During his youth he spent significant time with his family in the same community that Scholars Academy Sunnyslope intends to serve. (Mr. Boykin has stepped down from his role as the School Principal and Charter Rep for Ethos Academy in order to focus his attention on the successful launch of Scholars Academy Sunnyslope). Additional and aligned narratives explaining the reason for this split can be found in section C.2.

Elaine Baldrige is currently a board member for an "A" rated charter school in Glendale, Arizona called Ethos Academy, where she has volunteered since its opening five years ago. She is the former Director of the Foundation for Blind Children. This school is located very close to the targeted location of Scholars Academy Sunnyslope. She brings a wealth of experience in community outreach, governance, and special education. In her time working with Arizona schools, and specifically charter schools, Elaine has provided leadership in the development of parent/community relationships (excellent for enrollment) and special education (helpful with regards to compliance).

Jason Romero is a former, founding board member of an "A" rated charter school in Glendale, Arizona called Ethos Academy. He recently stepped down from his role, after five years of volunteer service, in order to concentrate his efforts and expertise on the formation of Scholars Academy Sunnyslope. Mr. Romero is the co-founder of the law firm St. John and Romero in

Mesa, Arizona. His background in the legal field has been utilized greatly for various charter schools in Arizona. He has assisted charter schools with matters that include, but are not limited to, contract negotiations, compliance assistance, personnel matters, handbook development, professional development, and governance oversight. It is expected that his professional experiences and compassion for students will have a significant impact on the launching of the school.

B. Vision/Mission Formation

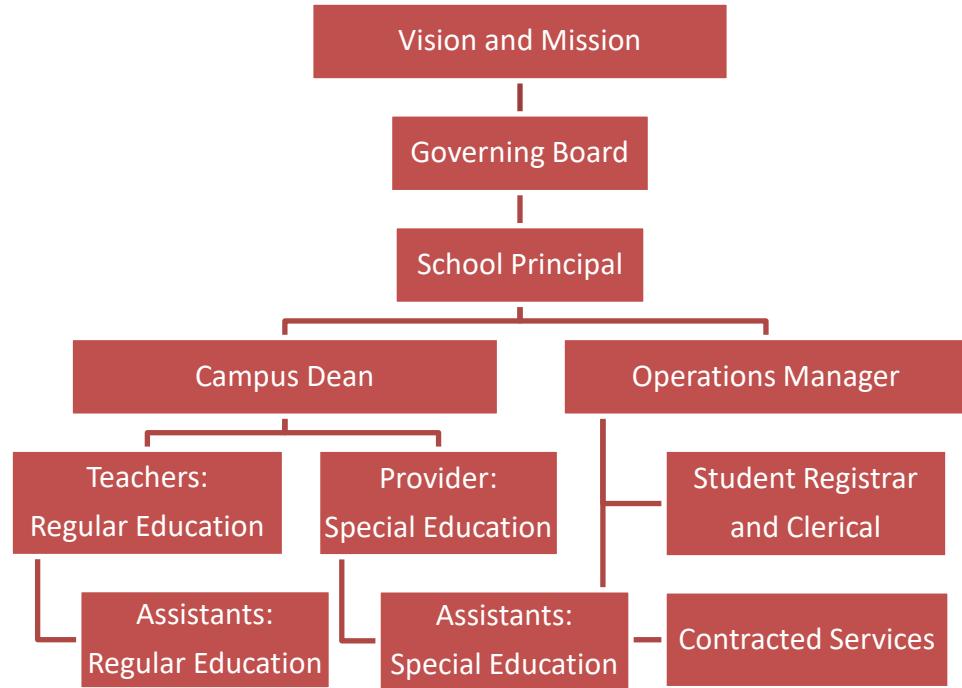
Scholars Academy Sunnyslope has adopted a vision to “enhance the community through quality education.” The founding team does not subscribe to the belief that Sunnyslope is broken and needs to be fixed. Instead, the founders believe this is a beautiful community, with amazing families, that simply needs a K-8 educational option to compliment the needs and desires of the residents.

Scholars Academy Sunnyslope has adopted a mission to “empower all scholars to be successful in college and 21st century careers by providing strategic academics, supporting student needs, engaging family members, building community partnerships, and developing exceptional educators.” The founding team is excited to embrace the diverse population of Sunnyslope by serving anyone that wants to be involved with the school. It is known that every scholar will not attend college but the intent is that every scholar can attend college if they want to. Thus, the school chose a mission statement that reflects this desire. Additionally, the founders believe the school will need to serve and lead all stakeholders in order to best serve the children. This is why the mission includes the family, the community, and the staff.

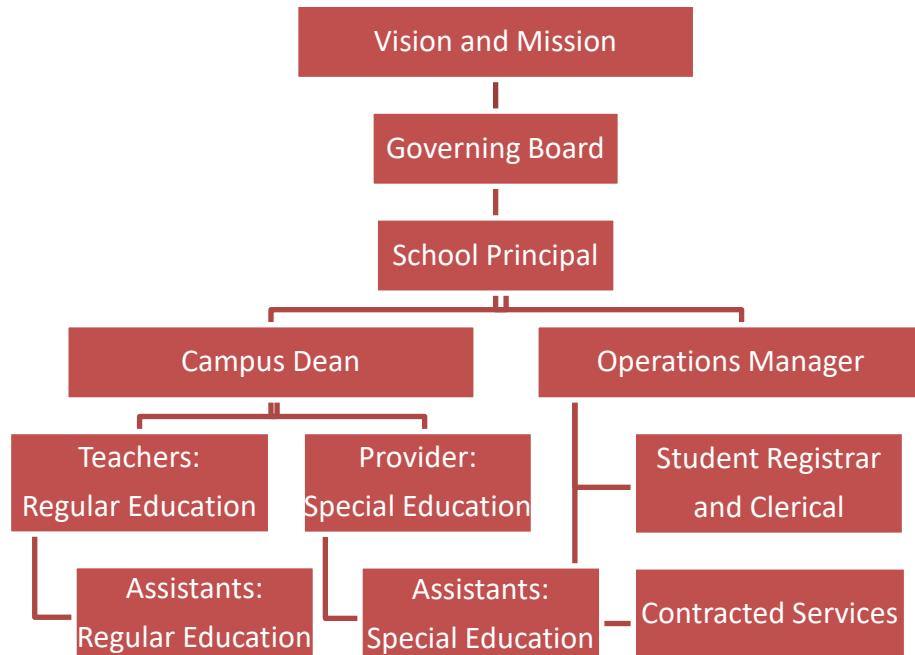
C. Organizational Charts

Scholars Academy Sunnyslope has established a clear organizational chart to ensure the proper implementation of its vision, mission, and values. The chart includes Special Education staff but they are identified in the budgets through a contracted service provider. The founding team wants to clearly illustrate that the organization is accounting for this expected need:

Organizational Chart (Year 1)

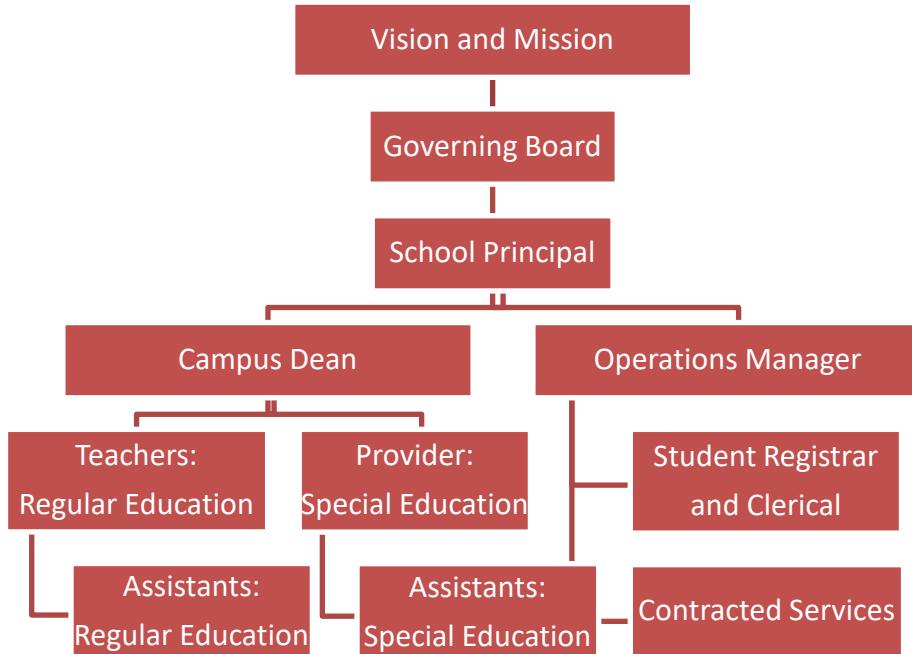


Organizational Chart (Year 2)



Year 2 and 3 includes two new Regular Education Teachers each year. This is consistent with the proposed three-year budget and the corresponding application documents and plans.

Organizational Chart (Year 3)



D. Reporting Structure

The Governing Board for Scholars Academy Sunnyslope will hire and supervise the School Principal. The School Principal will hire and supervise the remaining staff. The Board will ensure that the School Principal has followed the correct personnel procedures in all hires for entire campus.

The Governing Board of Scholars Academy Sunnyslope will serve four primary roles, clearly defined below:

- Governor: The Governing Board will fulfill the governance functions of the school.
- Ambassador: The Governing Board shall reach out to the community as a united voice.
- Sponsor: The Governing Board shall give its resources to fulfill the school's mission.
- Consultant: The Governing Board shall utilize their unique gifts for the school's mission.

The School Principal of Scholars Academy Sunnyslope is responsible for the daily fulfillment and execution of the vision, mission, and values of the school. Primary responsibilities include:

- Reporting to the Board relevant information.
- Providing leadership to the entire academic departments.
- Providing leadership to the entire student/family department.
- Providing leadership to the entire operations and governance department.
- Engaging the local community and represent the school in any official capacity.
- Ensuring all systems and programs take place to provide an efficiently run campus.

The Campus Dean is responsible for assisting the School Principal with the curriculum, instruction, assessments and professional development of teachers within the school. This includes oversight of the Special Education Director, contracted services, and compliance. In addition, the Campus Dean is responsible for the discipline of students, utilizing best practices for engaging family members in a proactive manner. This includes the development of the parent events that engage families to take an active role in the learning process of their children. This position reports to the School Principal.

The Operations Manager is responsible for the finances of the school, enrollment, student files, facilities, food programs, transportation, reception, and large-scale communications. The scope of this position requires the addition of two clerical assistants each year to ensure proper compliance with the state of Arizona. This position reports to the School Principal.

The Special Education staff, via a contracted provider, reports to the School Principal and the Campus Dean and will be responsible for the IEP's of students, parent communications, coordinating Special Education contracted service providers, and training all staff to become adept at understanding proper laws related to the needs of special education students.

Teachers are the focal point of the campus as it relates to staff. They have the responsibility of educating the kids, responding to data via assessments, communicating with parents, and upholding the mission of the school to "empower all students to succeed." These positions report to the School Principal and the Campus Dean.

The Student Registrar is the person responsible for the proper maintenance of student files and SAIS uploads. In addition, this person will be important to the seasonal enrollment strategies that include campus tours and enrollment procedures. This position reports to the Operations Manager.

E. Subsidiary Relationships

Scholars Academy Sunnyslope has no subsidiary relationship with any CMO or EMO. The school will operate as independent public, charter school.

F. Relevant Associations

Scholars Academy Sunnyslope does not operate any other charters. However, the founding team members described in this application all have a past relationship with Ethos Academy and Team CFA. Despite utilizing many of the models, systems, and strategies from this association there will be no formal legal association of any kind moving forward. SAS is not associated with the before mentioned network in any capacity. This is an independent school founded by key individuals of a highly successful charter school in Glendale.

G. Founding Team Roles

The Principals of Scholars Academy Sunnyslope are defined as the Governing Board and the Charter Representative. Brief biographies were presented in section A of this document. However, this section will identify anticipated roles upon being approved by the ASBCS.

Tim Boykin, President/CEO, Board Member and Charter Representative

Tim Boykin will serve as the President/CEO, Board Member, Charter Representative, and ultimately School Principal. The founding team recognizes the importance of having an unbiased board with regards to making decisions. In addition, the board recognizes the potential risk of having one person fulfill several significant roles at one time. Thus, the board will expand to five or seven members once the school is approved. Mr. Boykin will be removed from decision making that might be considered a conflict of interest. He will be tasked with developing the school into a perennial “A” rated, fiscally solvent organization.

Elaine Baldrige, Board Member

Elaine Baldrige will serve as a Board Member and prior to opening will likely be added as another Charter Representative. Upon approval she will likely take the additional role of Board Vice President. Her contributions to the board will be unique to each phase. First, she will assist the school during the startup phase with community development, enrollment quotas, and family engagement. Upon approval she will add continue leadership in the form of board oversight and operations compliance.

Jason Romero, Chairman of the Board

Jason Romero will serve as the founding Chairman of the Board for the school. Upon approval he will likely take the additional role of Board Secretary. His contributions to the board will be two-fold. During the startup phase Mr. Romero will be heavily involved in the acquisition of a facility, the formation of budgets, governance, legal compliance, and personnel matters. Upon approval he will assist with professional and legal oversights for the coming years.

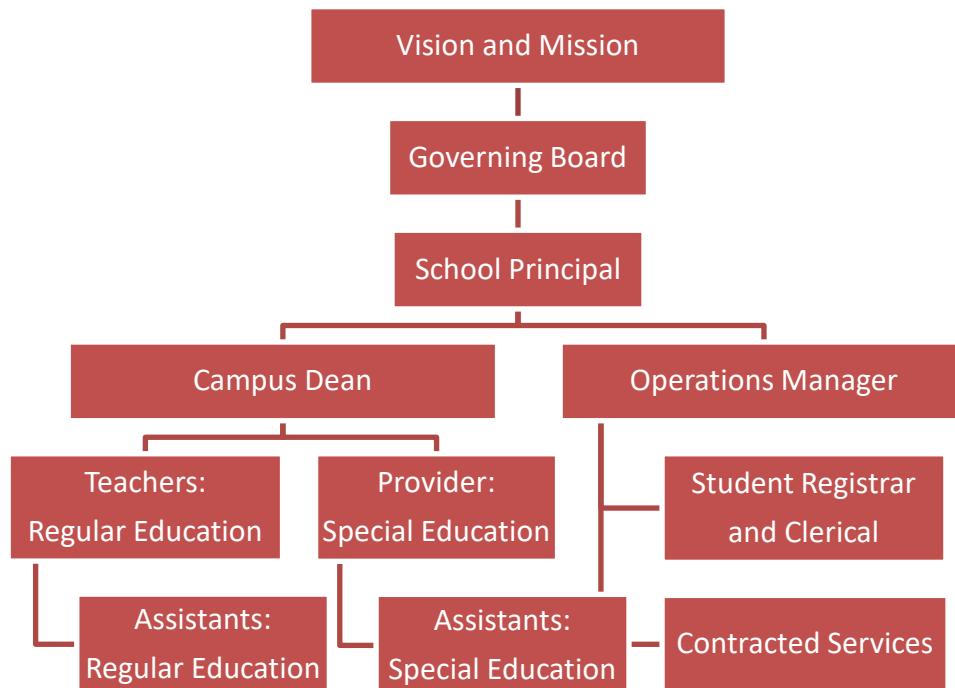
B.1 Applicant Entity – Organizational Chart

Scholars Academy Sunnyslope is an Arizona non-profit that intends to operate a charter school in Arizona.

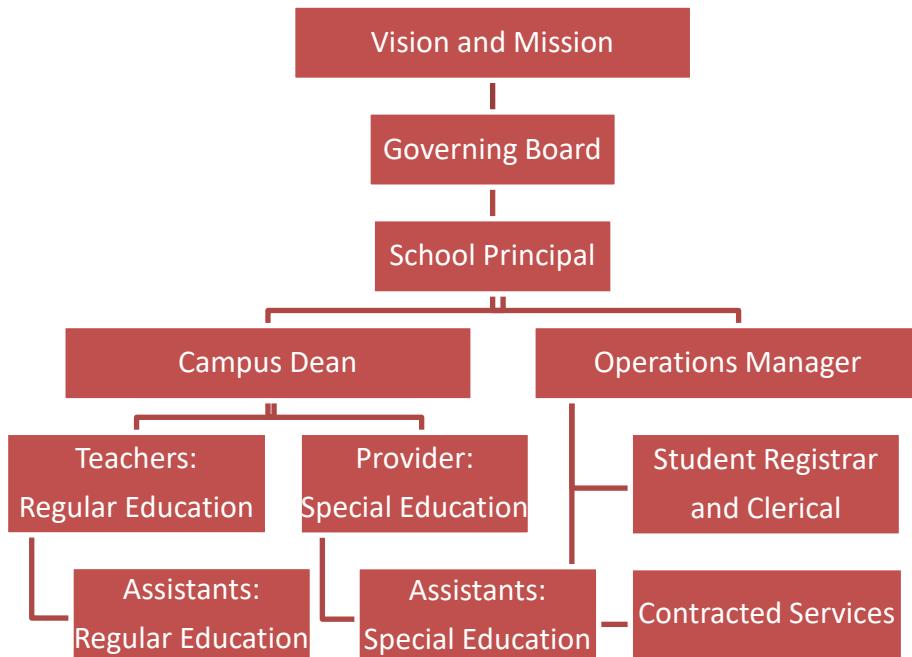
A. Organizational Charts

Scholars Academy Sunnyslope has established a clear organizational chart to ensure the proper implementation of its vision, mission, and values. The chart includes Special Education staff but they are identified in the budgets through a contracted service provider. The founding team wants to clearly illustrate that the organization is accounting for this expected need:

Organizational Chart (Year 1)

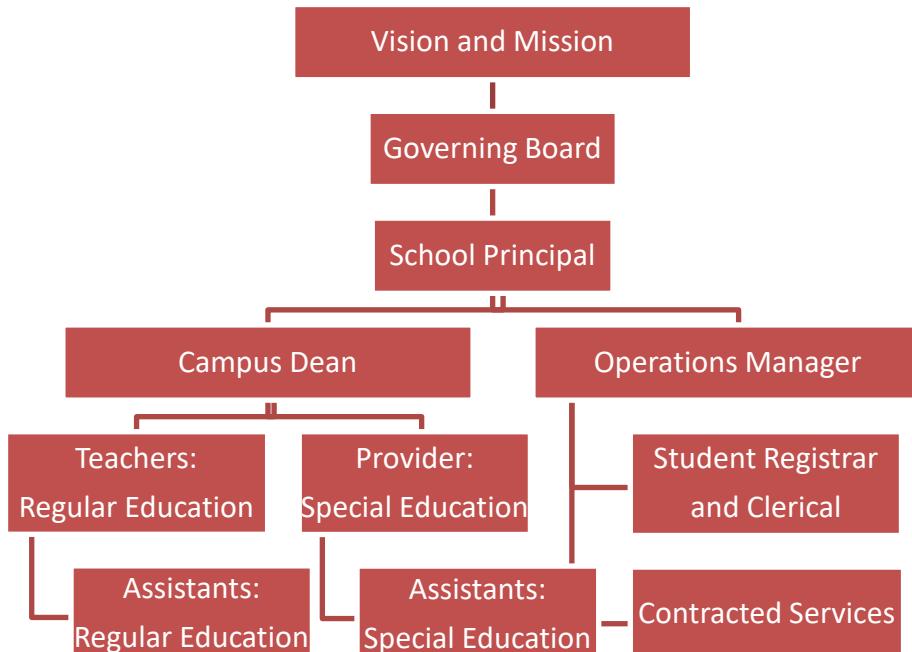


Organizational Chart (Year 2)



Year 2 and 3 includes two new Regular Education Teachers each year. This is consistent with the proposed three-year budget and the corresponding application documents and plans.

Organizational Chart (Year 3)



BYLAWS
OF
SCHOLARS ACADEMY SUNNYSLOPE

ARTICLE I
CORPORATE NAME

1.1 **Name.** The name of the corporation is Scholars Academy Sunnyslope (referred to herein as the "Corporation").

ARTICLE II
OFFICES

2.1 **Offices.** Until such time as the Corporation establishes a charter school campus and commences operations at such location, the Corporation's principal office, known place of business and place where its records shall be kept is 11181 N. Tatum Blvd., Suite 3031, Phoenix, AZ 85028, and thereafter such principal office shall be located at the charter school campus; provided, however, that the Corporation may change its principal office, or adopt other and additional offices, either within or outside the State of Arizona (the "State"), as the Corporation's Board of Directors may, from time to time determine.

ARTICLE III
NONPROFIT CORPORATION

3.1 **Purposes.** The Corporation is established as a nonprofit corporation for any lawful purpose permitted under State law. Initially, the Corporation will establish, market and operate one or more public charter schools in accordance with the laws of the State. For purposes of federal laws, the Corporation is organized only for charitable, scientific and educational purposes as defined by the Internal Revenue Code of 1986, as amended (the "Code"), Section 501(c)(3), including distributions to organizations that qualify as exempt under Section 501(c)(3) of the Code. The Corporation shall not willfully, directly or indirectly, unlawfully carry on propaganda, or otherwise attempt to influence legislation, nor shall any of its funds be used to support or oppose any political issue or candidate nor perform any other act or omission that will jeopardize its status as a nonprofit corporation in the State or jeopardize any tax-exempt status of the Corporation provided under the nonprofit corporation laws of the State or the Code, including the tax-exempt status of the Corporation under Section 501 (c)(3) of the 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 Bylaws and appropriate resolutions of the Board.

ARTICLE IV

BOARD OF DIRECTORS

4.1 **Name.** The Board of Directors of the Corporation shall be publicly known and described as the "Governing Board" (and hereafter be referred to as the "Board"). Any individual serving on the Board shall be referred to as a "Director."

4.2 **General Powers.** The Board shall have all of the duties and powers required or permitted by applicable law. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board.

4.3 **Number of Directors.** Prior to the first meeting of the Board, the Corporation shall have three (3) Directors as specified in the Corporation's Articles of Incorporation. After the first meeting of the Board, the number of Directors shall be no less than three (3) and no more than thirteen (13), provided that said number may be changed by an amendment to these Bylaws, duly adopted by the Board, subject always to any restrictions of law as to the minimum number of Directors.

4.4 **Election of Directors.** All new Directors shall be elected at any regular or special meeting by a majority vote of the current Directors then constituting the Board of Directors. Directors may be removed, replaced or changed as provided in these Bylaws. Directors need not be residents of the State.

4.5 **Term of Office.** Each Director shall hold office for a period of two years from the date he or she is appointed and qualified, or until his or her prior death, incapacitation, resignation, replacement or removal. Directors may serve multiple consecutive terms without restriction as to the number of terms permitted.

4.6 **Qualifications.** Directors must be at least 20 years of age. Each Director must pass a background check, or other regulatory inquiries, as required by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the Corporation or its activities, as amended from time to time, which will include as a minimum, a law-enforcement fingerprint check showing that there exists no criminal record which could adversely affect the Corporation or its operations.

4.7 **Board Offices.** The Offices of the Board shall comprise a Chairman of the Board, Vice Chairman of the Board, Secretary of the Board and Treasurer of the Board. All Board Officers shall be elected by majority vote of the Board; provided, however, that, excepting the initial Officers of the Board, Directors nominated and elected for such offices shall have been Directors for a minimum period of four months prior to holding such office. Although Directors shall hold the office of director for two-year terms, Directors appointed or elected as officers of the Board shall serve as officers for a period of one year; provided, however, if so appointed or elected, any Director may serve as an officer of the Board for multiple terms without restriction as to the number of terms permitted.

4.8 **Resignation.** Any Director may resign at any time by delivering written notice to the President of the Board, or in the absence of the President, to the Vice-President of the Board. Such resignation shall be effective upon receipt of such notice, unless the notice specifies a later effective date, and acceptance of such resignation by the Board shall not be necessary to make it effective.

4.9 **Removal.** Any Director may be removed from the Board, with or without cause, at any time by a majority vote of the current Directors constituting the Board of Directors.

4.10 **Directors' Compensation.** No salary shall be paid to Directors for their services in their capacity as Directors. By resolution of the Board, however, a fixed reasonable sum of expenses of attendance; if any, may be allowed for attendance at such regular or special meetings of the Board; provided, however, nothing herein contained shall be construed or interpreted to prevent any person serving as a Director from also serving as an Officer, employee or independent contractor of the Corporation and receiving a salary or other compensation in such capacity.

4.11 **Full-Time Services Not Required.** Nothing in these Bylaws shall be deemed to require that a Director spend his or her full time or any specific amount of time managing the Corporation's business; however, any Director shall generally be available for Board meetings and for reasonable periods of time to fulfill his or her obligation as a Director.

4.12 **Contracts.** No contract or other transaction between the Corporation and any other individual or entity shall be impaired, affected or invalidated nor shall any Director be liable in any way by reason of the fact that anyone or more of the Directors may be interested in any such other entity or may serve as a director, officer or employee of any such other entity; provided that, notwithstanding the presence of any interested Director at the meeting at which such action is taken, the Board authorizes, approves or ratifies such contract or transaction by majority vote (not counting the vote of any interested Director) after the interested Director fully discloses to the Board, in writing, his or her interests or involvements with such other entities and other relevant material facts, including, without limitation, the nature of such Director's involvement with such other entities, such Director's ability to influence the action of such other entities 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 such other entity. In addition, the contract or transaction must be fair and reasonable to the Corporation when it is authorized, approved or ratified in accordance with the Conflicts of Interest Policy (as defined in Section 4.13 of this Article IV). Although the interested Director must abstain from voting on such matter due to the inherent conflict of interest and may not be counted when calculating a majority, he or she may be included when determining a quorum.

4.13 **Conflicts of Interest.** The Board shall adopt a conflict of interest policy (the "Conflicts of Interest Policy") to be followed by the Directors of the Board in executing

their duties. The Conflicts of Interest Policy must provide for the disclosure of any duality of interest or possible conflict of interest on the part of any Director and such duality of interest or possible conflict must be made part of the record of the Corporation at the time the interest becomes a matter requiring Board action. The Conflicts of Interest Policy shall be provided to all Directors. In the event no formal Conflicts of Interest Policy is adopted, it shall be deemed that the statutory provisions found in A.R.S. §§10-3860 through 10-3864 shall constitute the Conflicts of Interest Policy of the Corporation. No Director having a duality of interest or possible conflict of interest for a particular issue shall vote or use his or her personal influence relating to such issue. The minutes of any meeting where a conflict is present should reflect: (i) that a disclosure of the conflict was made; (ii) that the Director with the conflict abstained from discussion and voting on such matter; and (iii) any other relevant factors deemed necessary by the Board.

4.14 Committees. The Board, by resolution, may, from time to time, designate from among the Directors an executive committee, and may also designate from among the Directors and nonmembers of the Board such other committees as the Board may deem desirable, each consisting of one or more Directors, with such powers and authority (to the extent permitted by law) as may be provided in such a resolution. No standing committee, advisory board, special or other committee shall have any general power or authority over any activity of the Corporation, or the school(s) it operates, but only such limited scope and power as specifically designated by the Board or these Bylaws. All standing committees, advisory boards, special and other committees shall make recommendations and advise the Board on issues relevant to their respective directives. The Board shall consider such recommendation or advice but shall have no obligation to implement any such recommendations nor accept any such advice. Each such committee, and committee members, shall serve at the pleasure of the Board.

4.15 Standing Committees. The Board may, in its discretion, authorize such standing committees and advisory boards as it deems appropriate. The chairpersons and all members of standing committees and advisory boards shall be appointed by the Board. It shall be the responsibility of the chairpersons of standing committees and advisory boards to notify members of meetings; however, no quorum shall be required in order for a standing committee or advisory board to meet or to act. Chairpersons of standing committees and advisory boards shall appoint a member of their committee to be the committee secretary to take minutes of the discussions and decisions reached at each meeting of the committee.

4.16 Special Committees. The Board may, in its discretion, appoint and discharge special committees for such special tasks as the Board determines. The chairpersons and all members of special committees shall be appointed by the Board. It shall be the responsibility of the chairpersons of special committees to notify members of meetings; however, no quorum shall be required in order for a special committee to meet or to act. Chairpersons of special committees shall appoint a member of their committee to be the committee secretary to take minutes of the discussions and decisions reached at each meeting of the committee. A special committee shall be limited to the accomplishment of the task for which it was established and shall have no power to act except as specifically

conferred by the Board. Upon the completion of the task for which such committee is established, it shall be discharged.

ARTICLE V **MEETINGS OF THE BOARD**

5.1 Regular Meetings of the Board. At a minimum, the Board shall meet annually at such times and such places as shall be determined from time to time by the Board, provided that any Director who is absent when such a determination is made shall be given notice of the determination. The purpose of the annual meetings shall be to: (i) elect Board officers; (ii) approve, authorize or ratify acts of the Board, management and/or school administration; and (iii) transact such other business as may properly come before the Board. Any such meetings of the Board may be held by any means whereby all Directors can communicate adequately throughout the meeting, including, without limitation, telephonically or electronically. Other or more frequent regular meetings of the Board may be established by action of the Board and, if established, shall be held and conducted in accordance with these Bylaws.

5.2 Special Meetings of the Board. Special meetings of the Board may be called at any time by the President of the Board and shall be called by the Secretary of the Board at the combined written request of Directors comprising forty (40) percent or more of the current Directors serving on the Board; or as otherwise required under the provisions of applicable law.

5.3 Place of Meetings. All meetings of the Board shall be held at the place designated in the notice or waiver of notice of such a meeting or meetings, whether within or outside the State.

5.4 Notice of Meetings. Unless expressly prohibited by State law, written notice of any meeting of the Board, whether a regular or special meeting, stating the place, date and hour of the meeting shall be given to each Director not less than 24 hours before the date and time of the meeting. Such notice shall be delivered personally, by United States postal mail, overnight express mail, electronic mail or facsimile. Such notice shall be directed to each Director at his or her address, email address or facsimile number as it appears on the records of the Corporation. Notice is deemed to have been given: (i) upon the date that the notice is personally delivered, electronically mailed or transmitted by facsimile; (ii) one day after deposit in overnight, express mail; and (iii) three days after deposit in United States postal mail, properly addressed or transmitted. Notice of an adjourned meeting need not be given if the date, time and place of the adjourned meeting are provided at the meeting at which the adjournment is taken and if the adjournment does not exceed 61 days.

5.5 Waiver of Notice. Attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except when such attendance at the meeting is for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Any Director may waive notice of any meeting of the Board

by executing a written waiver of notice either before, at or after the time of the meeting.

5.6 **Presiding at Meetings.** At all meetings of the Board, the President of the Board shall preside in the absence of the President, the Vice President shall preside. In the absence of the Vice President, the Secretary shall preside. In the absence of the President, the Vice President and the Secretary, an alternate Director appointed by the President, at or prior to the meeting, shall preside until the President returns.

5.7 **Conduct of Meeting: Agenda.** The proceedings of Board meetings shall be conducted in accordance with the latest edition of Roberts Rules of Order, as modified in writing by the Board, when not in conflict with State law, the Articles of Incorporation or these Bylaws. The meeting shall be conducted substantially in accordance with an agenda prepared by the President of the Board or his or her designee. The Director presiding over the meeting shall have the right to limit discussion on any particular item and to establish procedures and provide time limits for any party wishing to speak.

5.8 **Quorum.** A simple majority of the current Directors shall constitute a quorum at any meeting of the Board. A Director shall be deemed present at a meeting if the Director attends in person, telephonically or electronically, so long as all Directors can communicate adequately throughout the meeting. Business may be conducted once a quorum is present and may continue until adjournment of the meeting notwithstanding the withdrawal or temporary absence of Directors sufficient to reduce the number present to less than a quorum. If, however, the Directors present are less than required to constitute a quorum, the affirmative vote on any issue must be such as would constitute a majority if a quorum were present, and provided further that the affirmative vote of a majority of the Directors then present is sufficient in all cases to adjourn a meeting.

5.9 **Acts of the Board.** When a quorum is established at any meeting of the Board pursuant to Section 5.8 above, the affirmative vote of a majority of the Directors present at the meeting shall be the act of the Board unless the question is one upon which, by express provision of law, the Articles of Incorporation or these Bylaws, a different vote is required, in which case such express provision shall govern and control the decision of such question. Each Director is entitled to one vote.

5.10 **Meeting Minutes.** A written record of the discussions and decisions reached at each meeting of the Board in the form of minutes shall be made, and shall, upon approval by the Board at a legally-convened meeting, be made a part of the records of the Corporation.

5.11 **Open Meeting Law.** Upon signing a charter contract With the Arizona State Board for Charter Schools and for so long as the State's open meeting law (A.R.S. §§38-431 through 38-431.09) applies to charter schools, all deliberations and official actions of the Board shall take place at a meeting open to the public in compliance with the State's open meeting law, except in cases where, and to the extent, executive sessions are authorized by State law. Additionally, for so long as the State's open meeting law applies to charter

schools, public notice of all meetings of the Board, and of all committees and advisory boards authorized by the Board, shall be given pursuant to and as required by the State's open meeting law and the meeting minutes required by Section 5.10 of this Article V shall comply with the requirements set forth in the State's open meeting law.

5.12 **Action Without a Meeting.** Prior to signing a charter contract with the Arizona State Board for Charter Schools and becoming subject to the provisions of Subsection 5.11 of this Article V, any action required or permitted to be taken at any meeting of the Board, or any committee thereof, may be taken without a meeting if all the Directors or committee members, as applicable, consent thereto in writing and such consents are filed with the minutes of the Board or committee, as applicable. Upon signing a charter contract with the Arizona State Board for Charter Schools and for so long as the State's open meeting law applies to charter schools, this provision shall be null and void and written consents shall not be permissible.

5.13 **Proxies.** Proxy voting shall not be permitted for any Board meeting or action.

ARTICLE VI **CORPORATE OFFICERS**

6.1 **Corporate Officers Distinguished from Board Officers.** Section 4.7 of these Bylaws establishes certain Board level offices. These offices must be filled by Directors and are purely ministerial in nature, dealing solely with the functioning of the Board. These board-level offices are not to be confused with *corporate "Officers"* that are appointed by the Board to direct and manage the operations of the Corporation's business. Article IV of these Bylaws addresses board-level offices. This Article VI addresses corporate Officers.

6.2 **Dual Capacity Officers.** By resolution of the Board (which may be altered or rescinded by the Board at any time), the Board may combine the Board officers and corporate Officers into dual-capacity positions. In such an event, the President of the Board shall also serve as the corporate President, the Secretary of the Board shall also serve as the corporate Secretary and so forth. If the Board resolves to use dual-capacity Officers, all of the provisions of Article IV and this Article VI shall apply to such dual-capacity Officers, and, in the event of a conflict between the two Articles, Article IV shall control.

6.3 **Designation of Titles: Appointment.** The Officers of the Corporation shall comprise a corporate President, a corporate Vice President, a corporate Secretary, a corporate Treasurer and may include additional Vice presidents, assistant treasurers and such other Officers as the Board may from time to time deem appropriate. All Corporate Officers shall have the authority and shall perform the duties prescribed in these Bylaws or as subsequently prescribed, from time to time, by the Board. Any two or more corporate offices may be held by the same person, excepting only the corporate President and the corporate Secretary may not be the same individual. All the Officers of the Corporation

shall be appointed by the Board at a regular or special meeting of the Board. Subject to Section 4.7 hereof, each Corporate Officer shall serve at the pleasure of the Board and shall hold office until such time as the Board removes or replaces such Officer, or until his or her death, incapacitation or resignation.

6.4 **Compensation.** Corporate Officers' compensation shall be fixed from time to time by the Board, and no Officer shall be prevented from receiving such compensation by reason of the fact that he or she is also a Director. The salaries of the Corporate Officers or the rate by which salaries are fixed shall be set forth in the minutes of the meetings of the Board.

6.5 **Resignation.** Any Officer may resign at any time by giving the written notice of resignation required by such Officer's employment agreement or, if not addressed in an employment agreement, 30-days prior written notice of such resignation to the Board. Unless otherwise specified in such written notice and accepted by the Board, such resignation shall be effective 30 days after receipt of such notice by the Corporation, and the acceptance of such resignation by the Board shall not be necessary to make it effective. Notwithstanding the foregoing, the Board, in its discretion, may make such resignation effective at any time prior to the expiration of the required notice period.

6.6 **Removal; Termination.** Subject to any effective and enforceable employment agreement between the Corporation and such Officer, any Corporate Officer may be removed from office, with or without cause, at any time by a resolution of the Board.

6.7 **Vacancies.** Subject to Sections 4.7 and 6.3 hereof, a vacancy in any Corporate Officer position, by reason of death, incapacitation, resignation, termination or any other cause whatsoever, may be immediately filled, at any time, by the Board at any regular or special meeting of the Board.

6.8 **Duties of Officers.**

6.8.1 **Corporate President.** The corporate President shall be the chief executive officer of the Corporation, serving at the pleasure of the Board, and shall act as the operating and directing head of the Corporation, having general charge of the Corporation's business and supervision of its affairs. Subject to policies established by the Board, he or she shall sign all contracts and agreements requiring execution on behalf of the Corporation and required for the ordinary, day-to-day operations of the Corporation. The President shall keep the Board fully informed as to the business and operations of the Corporation. In addition to the powers and duties elsewhere provided in these Bylaws, when duly authorized by the Board to do so, the President shall sign all deeds, liens, guarantees, licenses and other instruments of a special nature. The President shall also have such other powers and duties as are expressly delegated to the President by the Board in writing.

6.8.2 **Corporate Vice-President.** There shall be as many corporate vice-presidents as shall be determined by the Board from time to time, and they shall perform such duties as from time to time may be assigned to them by the Board or the corporate President. Such corporate vice president(s), if any, shall familiarize themselves with the affairs of the Corporation and, as authorized by the Board, any one of the corporate vice-presidents shall have all the powers and perform all the duties of the corporate President in case of the temporary absence of the corporate President or in the case of his or her temporary inability to act. In case of the permanent absence or inability of the corporate President to act, the office shall be declared vacant by the Board and a successor chosen and appointed by the Board. The corporate vice president(s) shall have such other powers and duties as are expressly delegated to them by the Board in writing.

6.8.3 **Corporate Secretary.** The corporate Secretary shall: see that the minutes of all meetings of the Board and of any standing committees are kept in the corporate records; be the custodian of the corporate seal and shall determine when to affix it to any proper instrument; give or cause to be given required notices of all meetings of the Board; have charge of all the books and records of the Corporation except the books of account; and in general perform all the duties incident to the office of the secretary of a corporation and such other duties as may be assigned by the corporate President or the Board. The corporate Secretary shall attest by signature to all instruments duly authorized and requiring the same. The corporate Secretary shall have such other powers and duties as are expressly delegated to him or her by the Board in writing.

6.8.4 **Corporate Treasurer.** The corporate Treasurer shall: have general custody of all the funds and securities of the Corporation, except such as may be required by law or agreement to be deposited with any state official, trustee or escrow officer; see to the deposit of the funds of the Corporation in such bank or banks as the Board may designate; maintain, or cause to be maintained, direct and supervise regular books of account; render financial statements to the corporate President and the Board at proper times; and direct and supervise the preparation and filing of such reports, audits, financial statements and returns as may be required by law. The corporate Treasurer shall have such other powers and duties as are expressly delegated to him or her by the Board in writing.

6.8.5 **Assistant Secretaries; Assistant Treasurers.** The Board may, from time to time, fix the number of assistant secretaries or assistant treasurers and determine their respective duties and functions.

6.9 **Fidelity Bonds.** If required by the Board, any Director, Officer, employee or agent of the Corporation shall execute to the Corporation a fidelity bond in such amount, and with such surety or sureties as the Board may direct, conditioned upon the very faithful performance of his or her 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 or her hands or control. The premium for any such fidelity bonds shall be paid by the Corporation as an operating expense.

ARTICLE VII **SCHOOL PRINCIPAL**

7.1 **Appointment; Compensation.** The Board shall select and appoint a School Principal for the charter school. School Principals shall have the authority prescribed, from time to time, by the Board and shall receive such compensation as the Board may direct.

7.2 **Duties.** School Principals shall carry out the policies established by, and shall be directly responsible to, the Board. School Principals will have general management of the artistic, academic and administrative operations of the charter school and shall prescribe and direct the course of study, the discipline to be observed, assessment of student performance and shall be responsible for all required reporting to the State. School Principals shall: (i) prepare annual budgets for submission to the Board; (ii) employ and discharge all personnel, prescribe their duties and terms of employment and set their salaries within the minimum and maximum limits established by the Board and consistent with State and federal law; (iii) conduct annual reviews of all personnel; and (iv) perform such other duties as may be prescribed by the Board .

7.3 **Regulatory Requirements.** School Principals must obtain State fingerprint clearance cards and satisfy all other regulatory inquiries and requirements, as prescribed by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the Corporation or its activities, as amended from time to time, which will include as a minimum, a law enforcement investigation showing that there exists no criminal record which could adversely affect the Corporation or its operations.

7.4 **Fidelity Bonds.** If required by the Board, each School Director shall execute to the Corporation a fidelity bond in such amount, and with such surety or sureties as the Board may direct, conditioned upon the very faithful performance of his or her 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 or her hands or control. The premium for any such fidelity bonds shall be paid by the Corporation as an operating expense.

ARTICLE VIII **INDEMNIFICATION OF DIRECTORS AND OFFICERS**

8.1 **Non-Liability for Debts.** The private property of the Directors, Officers and committee members shall be exempt from execution for the liability of any debts of the Corporation and no Director, Officer or committee member shall be liable or responsible for any debts or liabilities of the Corporation.

8.2 **Indemnification.** To the maximum extent permitted by law, the Corporation shall hold harmless and indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action,

suit or proceeding by or in the right of the Corporation), by reason of the fact that he or she is or was a Director, Officer or committee member of the Corporation (collectively, the "Indemnitee") against any and all liability and expenses incurred by the Indemnitee in connection with any threatened or actual proceeding or legal action resulting from the Indemnitee's service to the Corporation or to another entity at the Corporation's written request.

8.2.1 **Exclusions**. Except insofar as permitted by law, the Corporation shall not indemnify any Indemnitee under this Article VIII in connection with: (i) a proceeding by or in the right of the Corporation in which the Indemnitee was adjudged liable to the Corporation; (ii) any other proceeding charging the improper personal benefit to the Indemnitee, whether or not involving action in the Indemnitee's official capacity, in which the Indemnitee was adjudged liable on the basis that personal benefit was improperly received by the Indemnitee; or (iii) any circumstance where the indemnification would adversely affect the tax-exempt status of the Corporation, as determined by the Board in its sole discretion after consultation with legal counsel.

8.3 **Procedure**. The Indemnitee shall notify the Corporation promptly of the threat or commencement of any proceeding or legal action with respect to which the Indemnitee intends to seek indemnification. The Corporation shall be entitled to assume the Indemnitee's defense with counsel reasonably satisfactory to the Indemnitee, unless the Indemnitee provides the Corporation with an opinion of counsel reasonably concluding that there may be a conflict of interest between the Indemnitee and the Corporation in the defense of the proceeding or legal action. If the Corporation assumes the defense, the Corporation shall not be liable to the Indemnitee for legal or other expenses subsequently incurred by the Indemnitee.

8.4 **Expenses Advances**. The Corporation shall automatically advance expenses, including attorneys' fees, incurred or to be incurred by the Indemnitee in defending a proceeding or legal action upon receipt of the following: (i) notice and reasonable proof of the expenses; (ii) a written affirmation of the Indemnitee's good faith belief that the Indemnitee has met the standard of conduct described in A.R.S. §10-3851 or that the proceeding involves conduct for which liability has been eliminated under a provision of the Corporation's Articles of Incorporation pursuant to A.R.S. §10-3202.B.1; and (iii) a written undertaking, executed personally or on the Indemnitee's behalf, to repay the advance if a final decision (after expiration or exhaustion of any appeal rights) is made that the Indemnitee is not entitled to be indemnified under this Article VII.

8.5 **Settlement of Claims**. The Corporation shall not be obligated to indemnify the Indemnitee for any amounts incurred in settlement if settlement is made without the Corporation's prior written consent. The Corporation shall not enter into any settlement that would impose any penalty or limitation on the Indemnitee without the Indemnitee's prior written consent. Neither the Corporation nor the Indemnitee shall unreasonably withhold consent to any proposed settlement.

8.6 Effect of Repeal. In order that the Indemnitee may rely on the indemnification promised by this Article VIII, no repeal or amendment of this Article VIII shall reduce the right of the Indemnitee to payment of expenses or indemnification for acts of the Indemnitee taken before the date of such repeal or amendment.

ARTICLE IX FISCAL YEAR

9.1 Designation. The fiscal year of the Corporation shall begin on July 1 and end on June 30

ARTICLE X CORPORATE SEAL

10.1 Form of Seal. The corporate seal, if any, shall be in such form as shall be approved from time to time by the Board.

ARTICLE XI BOOKS AND RECORDS

11.1 Requirements; Compliance. The Corporation shall keep correct and complete books and records of account as required by State law and any regulatory agency having proper jurisdiction over the affairs and activities of the Corporation, and shall also keep minutes of the proceedings of the Board, and committees authorized by, or having any of the authority of, the Board, including, without limitation and for so long as such law applies to charter schools, compliance in all respects with the Records Retention and Disposition for Arizona School Districts and/or State Public Records Law, A.R.S. §§39-121 through 30-122. All books and records of the Corporation may be inspected, for any proper purpose at any reasonable time, by: (i) any Director; (ii) the attorney for such Director; and (iii) as otherwise required by State law.

ARTICLE XII PRIVATE INUREMENT

12.1 Prohibition Against Private Inurement. No Director, Officer or employee of the Corporation, member of a committee of the Corporation, nor any other private individual shall: (i) at any time receive any of the net earnings or pecuniary profit of the Corporation, except that the Corporation can pay reasonable compensation for services rendered; provided, however, that compensation shall not be paid if such payment would constitute an act of self-dealing or would result in the termination of the Corporation's tax exempt status under Section 501(c)(3) of the Internal Revenue Code; or (ii) be entitled to share in the distribution of any of the corporate assets in the event of the Corporation's dissolution. All Directors shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the Corporation's affairs, whether voluntary or involuntary, all of the Corporation's assets remaining after all debts have been satisfied shall

be distributed exclusively to other tax-exempt corporations; as permitted by applicable law.

ARTICLE XIII **NONDISCRIMINATION STATEMENT**

13.1 **Prohibition Against Discrimination.** No charter school operated by the Corporation shall unlawfully discriminate on the basis of race, sex, age, national or ethnic origin or religion in the administration of its educational policies, admissions policies, athletic or other school-administered programs or employment policies.

ARTICLE XIV **AMENDMENTS TO BYLAWS**

14.1 **Amendments: Procedure.** The Board may, at any time, repeal, alter, amend or restate these Bylaws by a majority vote of the Directors present at any regular or special meeting of the Board. Written notice of any proposed repeal, restatement or amendment to these Bylaws must be sent to all Directors at least ten days before the meeting at which such proposal will be acted upon.

CERTIFICATION OF ADOPTION

As the Chairman of the Board, I hereby certify that the foregoing Bylaws have been adopted as the Bylaws of the Corporation by its Board at a duly-convened meeting of the Board on April 15, 2019, and that these Bylaws, as of the date of this Certificate, have not been repealed, altered, amended, restated or superseded, and remain in full force and effect.

DATED this 29th day of April, 2019.



Chairman of the Board of
Scholars Academy Sunnyslope,
An Arizona nonprofit corporation.

ARTICLES OF INCORPORATION

NON-PROFIT CORPORATION

ENTITY INFORMATION

ENTITY NAME: Scholars Academy Sunnyslope
ENTITY ID: 1967167
ENTITY TYPE: Domestic Nonprofit Corporation
EFFECTIVE DATE: 03/15/2019
CHARACTER OF BUSINESS: Educational Services
CORPORATION WILL HAVE MEMBERS: NO
CORPORATION WILL NOT HAVE MEMBERS: YES

STATUTORY AGENT INFORMATION

STATUTORY AGENT NAME: St. John & Romero, PLLC
PHYSICAL ADDRESS: Attn: Jason Romero, 11811 N Tatum Blvd Ste 3031, PHOENIX, AZ 85028
MAILING ADDRESS:

KNOWN PLACE OF BUSINESS

Att: Jason Romero, 11811 N Tatum Blvd Ste 3031, PHOENIX, AZ 85028

PRINCIPAL INFORMATION

Chairman of the Board of Directors: Jason Romero - 11811 N Tatum Blvd Ste 3031, PHOENIX, AZ 85028, USA - Jason@sjrlaw.us - Date of Taking Office: 03/15/2019

Director: Dondra Campbell - 11811 N Tatum Blvd Ste 3031, PHOENIX, AZ 85028, USA - sfthcampbell@gmail.com - Date of Taking Office:

Director: Timothy Boykin - 11811 N Tatum Blvd Ste 3031, PHOENIX, AZ 85028, USA - trbzona@gmail.com - Date of Taking Office: 03/15/2019

Incorporator: Jason John Romero - 11811 N Tatum Blvd Ste 3031, PHOENIX, AZ 85028, USA - Jason@sjrlaw.us - Date of Taking Office:

President/CEO: Timothy Boykin - 11811 N Tatum Blvd Ste 3031, PHOENIX, AZ 85028, USA - trbzona@gmail.com - Date of Taking Office: 03/15/2019

CERTIFICATE OF DISCLOSURE

FELONY JUDGEMENT QUESTIONS:

Has any person (a) who is currently an officer, director, trustee, or incorporator, or (b) who controls or holds over ten per cent of the issued and outstanding common shares or ten percent of any other proprietary, beneficial or membership interest in the corporation been:

Convicted of a felony involving a transaction in securities, consumer fraud or antitrust in any state or federal jurisdiction within the seven-year period immediately preceding the signing of this certificate? NO

Convicted of a felony, the essential elements of which consisted of fraud, misrepresentation, theft by false pretenses or restraint of trade or monopoly in any state or federal jurisdiction NO

within the seven-year period immediately preceding the signing of this certificate?

Subject to an injunction, judgment, decree or permanent order of any state or federal court entered within the seven-year period immediately preceding the signing of this certificate, involving any of the following:

- The violation of fraud or registration provisions of the securities laws of that jurisdiction;
- The violation of the consumer fraud laws of that jurisdiction;
- The violation of the antitrust or restraint of trade laws of that jurisdiction?

BANKRUPTCY QUESTION:

Has any person (a) who is currently an officer, director, trustee, incorporator, or (b) who controls or holds over twenty per cent of the issued and outstanding common shares or twenty per cent of any other proprietary, beneficial or membership interest in the corporation, served in any such capacity or held a twenty per cent interest in *any other corporation (not the one filing this Certificate)* on the bankruptcy or receivership *of the other corporation?*

NAME AND BIRTH INFORMATION:

BIRTH NAME :

PRESENT NAME :

ALIAS NAME :

DATE OF BIRTH :

LOCATION OF BIRTH :

PRESENT/ PRIOR ADDRESS:

PRESENT FULL ADDRESS :

PRIOR FULL ADDRESS :

CASE INFORMATION:

CASE NUMBER:

COURT:

CASE CAPTION:

DESCRIPTION:

OTHER CORPORATION INFORMATION:

CORPORATION NAME :

INCORPORATION STATE :

DATE OF INCORPORATION :

STATE OF TRANSACTION :

BANKRUPTCY FULL ADDRESS :

INDIVIDUAL FULL ADDRESS :

SIGNATURE

Incorporator: Jason John Romero - 03/25/2019

**Notice of Public Meeting Minutes
of the Board of Directors of
Scholars Academy Sunnyslope**

Where: **Karsten Clubhouse
1125 East Rio Salado Pkwy
Tempe, Arizona 85281**

When: **Monday – April 15, 2019 @ 2:30 p.m.**

The meeting was called to order by Tim Boykin at 2:33

Attendance of the Board (A quorum was established)

Tim Boykin
Dondra Campbell
Jason Romero

Approval of the agenda

Motion to accept (Campbell)
2nd to the motion (Romero)
Motion carried unanimously

Approval of the Minutes

Not applicable (first official meeting)

Call for public comments

Not applicable.

Discussion to adopt organizational bylaws

Motion to accept (Campbell)
2nd to the motion (Romero)
Motion carried unanimously

Decision to appoint Tim Boykin as School Principal

Motion to accept (Campbell)
2nd to the motion (Romero)
Motion carried unanimously

Decision to apply for a charter through the Arizona State Board for Charter Schools

Motion to accept (Campbell)
2nd to the motion (Romero)

Executive Session

Not applicable.

CLOSE MEETING at 3:12 pm

ADJOURN



B.2

School Governing Body

B.2 Governing Body

Scholars Academy Sunnyslope is governed by its Board of Directors (“Board”). Pending approval of the charter application, the Board will ensure the school conducts itself in a manner consistent with the charter. The corporate board will act as the governing body.

A. Governing Board Responsibilities

The Governing Board of Scholars Academy Sunnyslope will ensure the school and its staff carry out the vision, mission, and values in a manner consistent with the charter approved and authorized by the Arizona State Board for Charter Schools and the Arizona Department of Education. The Board will adhere to ARS 15-183(E)(8) with regard to policies concerning safety and school operations. In addition, the Board will exercise its authority to manage all business affairs of the Corporation in conjunction with applicable laws within the State of Arizona.

Governing Board Roles

The *High Bar* has defined four specific functions of a Board that will be adopted by the Scholars Academy Sunnyslope Board:

Governor – The Board will govern the school through responsibilities that include, but are not limited to, the following:

- Establish, approve, and monitor the vision, mission, and values of the school.
- Hire and supervise the School Director and his/her responsibilities.
- Approve and confirm that all policies and procedures are followed.
- Approve and confirm the curriculum model and resources are followed.
- Approve and confirm the budget and monetary systems are followed.
- Review the annual audit and sign off on all significant expenditures.
- Approve and confirm the personnel strategies are followed by the appropriate staff.
- Serve as the formal body for all conflicts and complaints not resolved by daily leaders.
- Approve student discipline policies and authorize all expulsion decisions.
- Review and sign all facility contracts and resolve all significant facility issues.
- Ensure the charter renewal procedures are followed in accordance to state laws.
- Establish strategic plans and systems for monitoring these plans.

Ambassador – The Board will serve collectively as “one voice” to the community.

- Promote in an appropriate manner school achievement and related matters.
- Approve public annual reports that are consistent with the daily operation of the school.
- Hold monthly meetings that are consistent with Open Meeting Laws.
- Advocate and represent the school to all stakeholders and educational organizations.

Sponsor – The Board and its Members will give their resources to ensure a successful school.

- Provide personal time to prepare and engage in monthly meetings.
- Provide personal time to special events throughout the school year.
- Provide or help secure donations for the betterment of the school.

Consultant – The Board will offer their skills and expertise on behalf of the school.

- Provide personal talents previously identified as a need for the school.
- Provide input to all situations that connect directly to personal, related experiences.
- Actively serve on a committee that directly supports the larger Board and the Members.

Additionally, the Governing Board will engage in monthly meetings that constitute a simple majority, or quorum, by having members that participate in person, telephonically, and/or electronically. All meetings and decisions will take place in a manner consistent with the established Bylaws and Arizona's Open Meeting Laws.

The Governing Board will contain roles for Officers that are chosen by election of a simple majority vote on a yearly basis. The positions will consist of the following:

The officers of the Board shall eventually, soon after charter approval, comprise a Chairman of the Board, Vice Chairman of the Board, Secretary of the Board, and a Treasurer of the Board. Officers will be elected annually by the existing Board Members. Directors may serve multiple consecutive terms. A simple majority of the Board, in attendance either in person or telephonically, will constitute a quorum.

Governing Board Officers

The Board will be led by Officers with specific responsibilities that include:

Chairman – Ensures that all board policies, board procedures and administrative practices are established and maintained. Additionally, this person will facilitate board meetings.

Vice Chairman – Fulfills the role of the Chairman in the event of an absence and assists with responsibilities as needed and determined by the President.

Secretary – Keeps and maintains all legal documents and minutes from the Board meetings.

Treasurer – Provides oversight to all financial matters and monitors large scale facility issues.

Governing Board Committees

The Board may form advisory committees for areas of special need or interest which could include a(n):

Executive Committee – Made up of seated directors who are officers of the Board (President, Vice President, Secretary and Treasurer). The role of this committee is to execute the duties of the Board as directed by the Board.

Finance Committee – This committee consists of the Board Treasurer and any other persons appointed by the Board Chair. The main duty of the committee is to establish the school budget and monitor the implementation of the budget.

Nomination Committee – Comprised of seated directors and members appointed by the Board Chair. It has a main function to evaluate representative needs and supply a slate of candidates to fill any vacated seats.

Development Committee – Responsible for major fundraising activities for the charter school. It is expected that the school, led by the Board, engage in one major fundraiser each school year.

For so long as Arizona charter schools are subject to Arizona's open meeting laws (ARS 38-431 et seq.), Scholars Academy Sunnyslope's Governing Board will comply with such laws. Notices of meetings and the agenda will be posted on campus and on the school's website at least 24 hours in advance of Board meetings and minutes of the meetings will be made available to the public within three business days after such meetings.

B. Governing Board Composition

The corporate board of Scholars Academy Sunnyslope will serve as the governing board of Scholars Academy Sunnyslope. Thus, the composition is identical.

The Board shall consist of no less than three and no more than thirteen members on the Board at any one time. Each member shall serve a term of two years but can serve multiple terms without restriction so long as they are approved in accordance with the established Bylaws and applicable state laws. It is the goal of the Board to maintain an odd number of Members for voting purposes and so long as it is applicable.

Members will be deemed qualified if they meet the following criteria:

- Able to serve legally on an Arizona Charter School Governing Board, per statutes.
- Able to commit time and resources consistent with the guidelines of the Board.
- Clearly exhibit a strong commitment to the school's vision, mission, and values.
- At least 20 years of age

Board Members will secure, to the best of their abilities, individuals capable of fulfilling one or more of the following needs:

Finance / Accounting – Formal experience in the finance and accounting fields. These Members must be astute at reading and interpreting financial documents. Ideally, these leaders will have experience in connecting financial documents to an educational organization.

Academics / Education – Former teachers and school administrators would be considered an ideal Member. These leaders must have the ability to understand and respond to the presentation of academic data by the Dean of Academics and the School Director.

Families / Communities – Familiarity with the local community of the school is essential for these leaders. In addition, the Members with this specialty are familiar with city-wide organizations that can partner with the school to provide relevant programs and services.

Legal / Compliance – The Board will strive diligently to locate leaders that are familiar with Arizona laws, specific to schools, and have experience with state compliance.

Fundraising / Marketing – Members in this field will demonstrate the ability to solicit funding from a variety of people and organizations.

C. Governing Board Vacancies

The Board of Scholars Academy Sunnyslope will consist of members that participate in two year tenures. In addition, there will be unusual circumstances (death, geographical limitations, etc...) that might lead to a member leaving the Board. Scholars Academy Sunnyslope has a succession plan in place that will ensure new members are equipped to fulfill the roles and responsibilities of Board Members in accordance to the vision, mission and value of the organization. The general process is as follows:

- Possible, future board members will be identified by current members and the School Principal on a continual basis. They will take into account the need for unique skill sets that might include accounting, law, human resources, business, education, or real estate. Once identified they will be asked to participate, pending fingerprint approval, on ad-hoc committees within their specialty. In many cases there will be an abundance of professionals working indirectly with the Board to accomplish specific goals. The current members will be given a chance to assess the skills of the candidates and develop a professional relationship with these individuals. (All non-Board members that participate on a committee are considered a potential candidate).
- The nomination committee will develop a list of candidates to fulfill board member positions. It will take into account specific skill sets that are in need based on expected future needs. This list will contain ad-hoc committee participants and other professionals identified by the committee. (Candidates are not required to have participated on a committee, but it would be preferred).

- The Board will extend an invitation to candidates to provide a resume and engage in an interview with the Board (assuming there is interest on behalf of the candidate). Pending approval of the resume the candidate will be asked to attend a Board Meeting. This will serve to establish a clear understanding of the processes in place for the Board by the candidate. All candidates are expected to be engaged in proactively identifying that the Board and Scholars Academy Sunnyslope are strong fits for the candidate, too.
- The candidate will be invited to take a tour of Scholars Academy Sunnyslope and meet with key leaders of the school to determine if there is a resonance of culture among the parties. This will be the time when the candidate will receive an articulated description of the vision, mission, and values of Scholars Academy Sunnyslope. This participation will include many of the presentations provided to new staff members in the “Foundations” course but will be tailored to Board Members.
- Finally, the Board candidate will be formally presented to the staff and family members of Scholars Academy Sunnyslope through emails, newsletters and web-based communications. The addition(s) will be added to appropriate Arizona Corporation Commission documentation in order to update filings.

Governing Board Development

The Board Members of Scholars Academy Sunnyslope will be required to participate in a process of development, consistent with the expectations of all staff, that is consistent and strategic.

- All Board Members will engage in “Foundations” training, upon agreement to join the Board. This training will be provided by the School Principal and/or the Board President. This training will include specific information related to the roles and responsibilities outline in the charter agreement with the state.
- All Board Members will engage in an annual retreat each year to identify areas of growth and establish a personalized plan for improvement that is monitored by a fellow Board Member.
- All Board Members will attend three pre-scheduled Board training sessions in the fall, winter, and spring that take place before or after a Board meeting. These sessions will be provided by experts in various fields that increase the capacity of all Members to better serve the school and the community. The experts will likely be leaders from the Arizona Charter Schools Association, A for Arizona, charter school leaders, and current Board Members.

B.3

Management & Operation

B.3 Management and Operation

Scholars Academy Sunnyslope is governed by a formal Board of Directors in accordance to the state statutes of Arizona. The primary responsibility of this Governing Board is to ensure the school's vision, mission and values are fulfilled through policy decisions and leadership oversight. The daily management of the school is fulfilled by the School Principal and this person reports directly to the Governing Board.

The following information is regarding the first three years of operation. Additionally, the founding team has provided a startup budget, with narrative, that clearly identifies the implementation of key staff in the robust enrollment and marketing plan. The team will be receiving in-kind contributions for printed materials, website provisions, and community canvassers. Details of these resources and plan can be found in the corresponding sections.

A. Roles and Responsibilities

The School Principal and the Campus Dean are considered the key leaders at Scholars Academy Sunnyslope.

In year 1, the founder of the school, Tim Boykin, will be the School Principal. He will likely retain this role for several years but the board has identified responsibilities and qualifications for future use.

School Principal

The Governing Board is responsible for recruiting, selecting, hiring and evaluating the School Principal of Scholars Academy Sunnyslope. The School Principal has the primary responsibility of fulfilling and implementing the school's vision, mission and values through the following tasks:

- Report to the Governing Board relevant academic matters that include reports on curriculum, instruction, and assessments.
- Report to the Governing Board relevant family related matters and community partnerships.
- Report to the Governing Board relevant school operational matters and financial reports.
- Hire, manage, and develop the school staff.
- Develop and implement curriculum, instructional, assessment, and data utilization strategies.
- Provide oversight to the Response to Intervention, SPED, and ELL development programs.
- Ensure the student support programs, family engagement programs, and community partnership programs are effective and efficiently operated.

- Engage in and oversee the development of systems to ensure all fiscal, logistical, and compliance matters are properly addressed on a daily basis.

The specific role of the School Principal will evolve from year to year as the school grows and there is an increased level of collaboration with additional staff members. With this in mind the Governing Board has established the following expectations for this position:

- Thorough understanding of and commitment to the school's vision, mission and values.
- Thorough understanding of and commitment to the school's local, targeted community.
- Minimum of five years teaching students with proven academic results.
- Minimum of five years leading people in community and professional settings.
- Minimum of five years working with financial documents and operational guides.
- Completion of a Bachelor's degree from an accredited university.
- Completion of a Master's degree in education, business or related field.
- Completion of SEI endorsement, fingerprint clearance, and First Aid/CPR.
- Possess excellent computer and technology skills.
- Possess excellent analysis and decision making skills.
- Possess excellent writing, listening and speaking skills.

Campus Dean

Scholars Academy will employ a Campus Dean to work specifically on matters related to instruction, student services, family engagement, and community partnerships. In many ways this position will function as an assistant principal but will not include matters related to specific operational issues.

- Assist the School Principal in providing academic reports to the Governing Board.
- Participate in the hiring, managing, and developing of instructional level staff.
- Serve as the Interim School Principal in case of an emergency or an extended leave by the School Principal.
- Assist the School Principal with the continuous monitoring of the curriculum, instruction, and assessment programs.
- Participate in the creation and revision all academic data analysis and intervention programs.
- Provide the appropriate staff and students with systems and oversights in the area of SPED, ELL and all other academic contracted services.
- Serves as the Core Knowledge coordinator for the campus and staff.
- Engage parents on a routine basis to ensure they are "engaged" in the academic progress of their student(s).
- Participate in forming and strengthening partnerships within the community.
- Serve as the primary leader for student discipline and student support programs.
- Manage additional staff members that participate in student support programs.

- Properly document all matters related to student incidents and other relevant interactions with family members and community members.

The requirements and expectations for this staff person are similar to that of the School Principal. They are as follows:

- Thorough understanding of and commitment to the school's vision, mission and values.
- Thorough understanding of and commitment to the school's local, targeted community.
- Minimum of five years teaching students with proven academic results.
- Minimum of five years leading people in community and professional settings.
- Minimum of five years working with financial documents and operational guides.
- Completion of a Bachelor's degree from an accredited university.
- Completion of a Master's degree in education, social services or related field.
- Completion of SEI endorsement, fingerprint clearance, and First Aid/CPR.
- Possess excellent computer and technology skills.
- Possess excellent analysis and decision making skills.
- Possess excellent writing, listening and speaking skills.

Operations Manager

Scholars Academy Sunnyslope will employ an Operations Manager to focus solely on all non-instruction and non-family functions of the school that includes, but is not limited to, registrar related functions, facilities, reception, bookkeeping, compliance, student records, transportation, and food. The board expects this leader to ensure the school's operations align with the school's vision, mission, and values. The position is hired by the School Principal and the process is approved by the Governing Board. The role for this position has the following responsibilities:

- Assist the School Principal in providing operational reports to the Governing Board.
- Maintain all fiscal and logistical systems for the campus.
- Ensure the school complies with all relevant regulations.
- Engage in the daily monitoring off the school's financial situation and immediately report relevant financial issues to the School Principal.
- Submit the budget an Annual Financial Report to the Arizona Department of Education.
- Prepare for and oversee all operational, registrar, and financial audits.
- Monitor the safety of the facility that includes serving as the primary contact for facility related vendors.
- Conduct background checks and ensure all fingerprint clearance cards are on file and updated.
- Maintain personnel files and check compliance with E-Verify, I-9, and other personnel policies.
- Manage health benefits, retirement packages, and insurance offerings.

- Manage the substitute teacher procedures on a daily basis.
- Monitors the status for Highly Effective teachers and the corresponding certifications.
- Purchase needed supplies based on inventory levels.
- Manage contracts related to the facilities and other capital items.
- Manage accounts payable and accounts receivable.
- Monitor grants management and compliance in conjunction with the School Principal.
- Oversee the Title 1 programs from a legal and financial perspective.
- Record and report tax credit donations.
- Manage IRS compliance.
- Manage and evaluate relevant office and other operational staff.
- Assist the School Principal in recruiting, selecting, monitoring, and evaluating contracted business service providers.

The Governing Board has established the following expectations for the position of Operations Manager:

- Thorough understanding of and commitment to the school's vision, mission and values.
- Thorough understanding of and commitment to the school's local, targeted community.
- Minimum of two years working directly with financial documents is preferred.
- Minimum of two years working with logistical and operational systems.
- Minimum of two years working with personnel matters and operational guides.
- Completion of a Bachelor's degree from an accredited university.
- Possess excellent computer and technology skills.
- Possess excellent analysis and decision making skills.
- Possess excellent writing, listening and speaking skills.

The Governing Board intends to locate a full-time Operations Manager prior to the first, official enrollment season.

Special Education Provider

Scholars Academy Sunnyslope will employ a Special Education Provider to focus solely on curriculum, instruction, assessments, and professional development within the Special Education department. The board expects this provider to ensure the components of the strategic academic program align with the school's vision, mission, and values. The position is hired by the School Principal and the process is approved by the Governing Board. The role for this position has the following responsibilities:

- Assist the School Principal in providing relevant Special Education reports to the Governing Board.
- Provide a high-level of care for the students and families participating in the Special Education services.
- Assist the School Principal in coordinating specialized, vendor services for the students.

- Develop and implement all academic programs for Special education students.
- Develop and implement all communication systems required to effectively interact with parents and other pertinent stakeholders.
- Develop and implement all campus compliance systems that include the training of instructional staff.

The Governing Board has established the following expectations for personnel provided by the Special Education provider:

- Thorough understanding of and commitment to the school's vision, mission and values.
- Thorough understanding of and commitment to the school's local, targeted community.
- Minimum of two years working directly as a Special Education teacher.
- Minimum of two years working with specialized Special Education vendors.
- Minimum of two years working with state compliance in the Special Education field.
- Completion of a Bachelor's degree from an accredited university.
- Certified as a Special Education teacher in the state of Arizona.
- Completion of a Master's degree in a relevant Special Education field is preferred.
- Completion of SEI endorsement, fingerprint clearance, and First Aid/CPR.
- Possess excellent computer and technology skills.
- Possess excellent analysis and decision making skills.
- Possess excellent writing, listening and speaking skills.

The Governing Board has identified STEPS as the likely provider for the school. The final decision will be made once the school has been approved to operate. In addition, the contractual nature of this provider will also be included in the "Contracted Services" section of the application. Due to the importance of this department it has been included in both areas to ensure the strategy is in place to provide the highest level of care and compliance possible. In order to retain consistency with the three-year budget the provider and the corresponding personnel are not included in the staffing diagrams below.

B. Operations Plan

The organizational structure of Scholars Academy Sunnyslope will change as enrollment increases. The staffing plan provided below represents the first three years of the school. ("FTE" represents a full-time employee and the equivalent hours). The numbers reflect instructional staff as well as administrative staff. All staffing is consistent with the three-year budget. Positions regarding special education and custodial are not identified in the staffing due to these roles being provided by outside companies or contractors.

**Figure B.3.1
Staffing FTE**

Staffing Positions	Year 1 FTE	Year 2 FTE	Year 3 FTE
--------------------	------------	------------	------------

	(250 Students)	(300 Students)	(350 Students)
School Principal	1.0	1.0	1.0
Campus Dean	1.0	1.0	1.0
Operations Manager	1.0	1.0	1.0
Student Registrar	1.0	1.0	1.0
Regular Education Teacher	11.0	14.0	16.0
Regular Education Instructional Assistants	4.0	5.0	6.0
Clerical	2.0	2.0	2.0

Scholars Academy Sunnyslope has identified the persons primarily responsible for all key tasks and services of the school. Where applicable the Board has identified the secondary person responsible for the same tasks and services. The School Principal is the staff member responsible for all daily functions of the school. However, the list provides the staff member directly assigned to the oversight responsibilities.

Figure B.3.2
Oversight Responsibilities¹

Area of Responsibility	Responsible Staff Member(s)
Instruction	<i>School Principal</i> - Ensures the instructional staff is teaching the students in a manner consistent with established methodologies and strategies. Includes supervising the Campus Dean with regards to his/her assistance in the continuous development and implementation of the instructional methods.
Curriculum and Assessment (Mandate State Testing)	<i>School Principal</i> – Provides the Governing Board with academic data that correctly identifies student achievement levels. This includes the interpretation of the data and strategic plans to continually improve scores. The Principal is ultimately responsible for finalizing school calendars and schedules that support instructional objectives. <ul style="list-style-type: none"> ➤ Oversees the ordering of and, when applicable, the development of required curriculum. ➤ Oversees all mandatory assessments, including AZELLA, Stanford 10, and the standardized state assessment.

	<ul style="list-style-type: none"> ➤ Collect academic data on continuous basis to be utilized in making data-driven decisions. ➤ Lead staff in incorporating data into their academic planning.
Staff Development	<p><i>School Principal</i> – Responsible for the development and implementation of all staff development programs. Will be involved directly with the Dean and the Special Education provider. In addition, the Principal will participate in and monitor the development processes for all other staff members on campus.</p> <p><i>Campus Dean</i> – Will take the lead on directly developing all instructional staff in both individual and group-based training sessions, with regards to behavior management.</p>
Financial Management	<p><i>School Principal</i> – Will directly manage fundraising programs, budget recommendations, and approve expenditures. In addition, this position will report financials to the Board and directly supervise the Finance staff.</p> <p><i>Operations Manager</i> –</p> <ul style="list-style-type: none"> ➤ Submit budget and relevant reports to the Arizona Department of Education. ➤ Prepare for and oversee all financial and registrar audits. ➤ Manage accounts payable and accounts receivable. ➤ Manage IRS compliance. ➤ Track all tax credit donations.
Contracted Services	<p><i>School Principal</i> – Ultimately responsible for the hiring and approval of all contracted service providers in both the instructional and operational fields. This includes working with the Dean and/or Special Education provider to ensure the service providers are aligned to the school's vision, mission, and values.</p>
Personnel	<p><i>School Principal</i> – Ultimately responsible for the hiring and approval, and development of all staff. The Dean and/or Special Education provider will be directly involved in the process for the respective staff members. The systematic monitoring of personnel and Human Resource practices will be the responsibility of the Finance manager.</p>

	<p><i>Operations manager:</i></p> <ul style="list-style-type: none"> ➤ Complete background checks and ensure receipt of official fingerprint clearance cards. ➤ Maintain professional and legally compliant personnel files that includes “e-verify”, I-9, and other policies. ➤ Manage all health, retirement, and related benefits. ➤ Provide a system for managing substitutes. ➤ Monitor the Highly Effective status for all teachers. <p><i>School Principal</i> – Oversees every grant application and ensures the management of the grants by the Finance manager is properly maintained. This person is responsible for data collection, audit preparations, and reports.</p> <p><i>Student Registrar</i> – Will directly monitor the proper management of SAIS and the school’s SIS (School Master) to ensure equalizations, student records, and compliance matters are handled appropriately.</p>
Grants Management	
Student Accountability Information Systems (SAIS).	

C. Critical Skills and Experience

Information on the critical skills and experiences for administrative roles can be found in Section A above for each position.

D. Enrollment Procedures²

Scholars Academy Sunnyslope will establish policies and procedures to ensure fair and equitable enrollment procedures in compliance with ARS 15-184, ESEA 5210(1)(H), and, as a potential grantee of Arizona Charter Schools Incentive Program Start-Up Grant, CSP Non-Regulatory Guidance.

Over 90% of all students in the targeted communities qualify for free or reduced lunch. Scholars Academy Sunnyslope expects to reach a similar, if not higher, percentage of students requiring these and other related services. The leadership will work diligently to ensure information about the school and opportunities to be served are provided to all members of the community. Existing and future partnerships will serve as a catalyst to ensuring Scholars Academy Sunnyslope is reaching low-income and at-risk children.

Open Enrollment, Intent to Enroll, and Lottery Process

In 2013, HB2494 amended ARS 15-184. Consequently, Scholars Academy Sunnyslope will give an enrollment preference to returning students (starting in Year 2), siblings of currently-enrolled students, children of Scholars Academy Sunnyslope employees, and children of Governing Board members.

Aside from the above-mentioned student populations, all students will have an equal opportunity to attend Scholars Academy Sunnyslope and this will be ensured by a lottery system. Parents or legal guardians must complete an “Intent to Enroll” form for their students at times established and publicized to the community as the “Open Enrollment Window.” This form will include contact information only but nothing personal so that factors such as race, gender, special education status, ethnicity, and primary language will not be a factor in determining enrollment. Scholars Academy Sunnyslope will accept Intent forms the first business day of January 2020 to 5:00 on the last business day of March 2020 in Year 1. In subsequent years the open enrollment time period will start the first business day in January and conclude at 5:00 p.m. on the last business day of March.

A blind lottery will be held, shortly after the close of the enrollment window, if there are more Intent forms than openings in a given grade level. The lottery process will involve a third party that picks names of students who submitted an intent to enroll until the grade level is filled. After the grade level is filled, the remainder of the forms will be picked to establish the order of the waiting list. After the lottery, families will be contacted regarding their enrollment status and will be able to officially enroll at that time.

In Year 1, the enrollment packets will not be accepted until the charter contract has been signed by the appropriate Scholars Academy Sunnyslope leadership. In addition, all forms will be made available in English and Spanish.

Enrollment Procedure and Packet

Students that qualify for enrollment, in accordance to the process previously described, will have an enrollment packet complete by a parent or guardian. The forms will include the following:

- Enrollment Form
- Copies or originals provide by the parent/guardian:
 - Immunization Records
 - Social Security Card (optional)
 - Birth Certificate
 - Proof of Residency
 - Unofficial Transcripts (if applicable)
 - Withdrawal Slip (from previous school)
 - Attendance History (from previous school)
 - Discipline Records (from previous school)
 - Copy of Custody Paper (if applicable)
 - Copy of Current IEP (if applicable) and Academic Records (or a request for records will sent to previous school)
- Forms completed by the parent/guardian:
 - Arizona Residency Documentation Form

- Home Language Survey (PHLOTE)
- McKinney-Vento Eligibility Questionnaire
- Consent for Medical/Dental Emergency Treatment and Medical Information Form
- Internet Use Policy
- Consent for Off Campus Activity
- Physical Activity Consent Form
- Request for Release of Student Records
- Records Request for Special Services Form
- Media Release Form
- School Rules and Procedures
- Expected Behaviors
- Student Compact and Parent/School Compact
- Customer Satisfaction Questionnaire

The completed enrollment packet must be received within ten business days of the lottery. If it is not received the student's spot is automatically withdrawn and the next student on the waiting list will be invited to enroll.

Applications for Re-Enrollment

If a student withdraws before the last day of the previous school year, he/she is required to re-apply in accordance to the procedures for new students previously described. If a student is expelled for behavioral reasons he/she must apply as a new student the following year.

If a student does not withdraw, and is in good standing, he/she is automatically enrolled the following year. The school will provide a process for the parents of these students to communicate with the school their intent to return the following year.

Legal Assurances

Scholars Academy Sunnyslope has not received a CSP grant but plans on applying for one. The following information is provided to illustrate the founding team's ability to consider the policies in place, that might be expected of a grant awardee, and provide another layer of assurances with regards to enrollment. The founding team abided by similar policies with great success at Ethos Academy and intends to continue with this approach at Scholars Academy Sunnyslope

The above policies are consistent with the CSP Non-Regulatory Guidance, April 2011³, including (E-2), "A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted." In addition, it is permissible for the above exempted students from the lottery to be exempted according (E-4)(c), "Specifically, the following categories of applicants may be exempted from the lottery... Siblings of students already admitted to or attending the same charter school."

Pursuant to (E-5) no separate lottery will be provided by Scholars Academy Sunnyslope and no group will receive favor or disfavor for admission. This includes Special Education and English Language Learner populations, pursuant to (E-6).

The marketing and outreach efforts above ensure that Scholars Academy Sunnyslope “inform(s) students in the community about the charter school” and “gives each student an equal opportunity to attend the charter school,” according to (E-7). Parent outreach efforts will target all segments of the community, compliant with (E-4).

Scholars Academy Sunnyslope will abide with (F-5) by conducting outreach and recruitment in “churches or through religious organizations as part of a broad-based and balanced effort to inform parents in the community about the charter school and to recruit a diverse student body, but may not favor or disfavor religion in general or any particular faith or house of worship.” Scholars Academy Sunnyslope is and will engage in community partnerships that include all segments of the parent community.

¹ Adapted from the Western School of Science and Technology: A Challenge Foundation Academy charter application, approved by the Arizona State Board for Charter Schools in 2014.

² Adapted from the Ethos Academy: A Challenge Foundation Academy charter application, approved by the Arizona State Board for Charter Schools in 2014.

³ Charter Schools Program. (2011, April). Non-Regulatory Guidance.

B.3.2

Contracted Services

B.3.2 Contracted Services

A. Contracted Services

Scholars Academy Sunnyslope will develop a staff capable of fulfilling the mission of the school. All members will provide specialized skills that are applied to specific needs. There will be times that additional needs are provided by contracted services. Scholars Academy Sunnyslope intends to contract out the following areas during the first three years:

- Special Education – Assistance with speech therapy, physical therapy, occupational therapy, and psychological evaluations.
- Accounting Services – Assistance with bank reconciliations, general ledger review, monthly financial statements, cash flow analysis, financial projections, budget preparation, audit preparation, and internal controls.
- Payroll Services – Assistance with periodic payroll that includes mandatory withholdings in accordance with local, state and federal guidelines.
- Legal Services – Assistance with filings and compliance associated with all local, state and federal guidelines.
- Food Services – Assistance with providing breakfast and lunch in compliance with local, state and federal guidelines.
- Transportation Services – Assistance with providing bus routes for morning arrival, afternoon dismissal and field trips.
- Custodial and Maintenance Services – Assistance with cleaning the campus and maintaining a functional and aesthetically appealing facility.

B. Provider Qualifications

Special Education

Scholars Academy Sunnyslope will contract with special education service providers in the fields of speech therapy, occupational therapy, physical therapy, and psychological evaluations for special education qualification. The school will accept a provider that aligns to the vision, mission and values of the school. In addition, the providers must have significant experience in their specific specialization area, possess the required certifications to serve in their specialized field, possess proven familiarity with all compliance matters, provide exceptional referrals from charter school leaders, provide affordable rates, and have a valid fingerprint clearance card.

The founding team has identified STEPS as the likely provider of these services as it provides the ability and staff to address all required special education needs and compliance oversight.

Accounting

Scholars Academy Sunnyslope will contract with an accounting services provider that aligns to the vision, mission and values of the school. In addition, the provider must have significant experience in charter school finance, provide exceptional referrals from charter school leaders, and provide affordable rates.

The founding team has identified the accounting company Aspire Business Services as the contracted accounting services provider for Scholars Academy Sunnyslope. The founding members have previous experience with this provider and have received additional endorsements for three other charter schools in the area.

Payroll

Scholars Academy Sunnyslope will contract with Aspire Business Services to handle all payroll processing as well. This provider has the ability to streamline all of these services together.

Legal

Scholars Academy Sunnyslope will contract with legal services provider that aligns to the vision, mission and values of the school. In addition, the provider must have significant experience in charter school law, provide exceptional referrals from charter school leaders, and provide affordable rates.

The founding team has identified lawyer Deanna Rayder as the contracted legal services provider for Scholars Academy Sunnyslope. The founding team has years of experience working with this provider. In addition, the founding team has a lawyer that founded St. John and Romero. When applicable, this firm will also participate in providing services and the rates have been negotiated so that all costs are consistent with the provided budgets as well.

Food

Scholars Academy Sunnyslope will contract with a food services provider that aligns to the vision, mission and values of the school. In addition, the provider must have significant experience in servicing charter schools, provide exceptional referrals from current clients, provide affordable rates, and ensure all staff have fingerprint clearance cards.

The founding team has identified Nutrition One as the contracted food services provider for Scholars Academy Sunnyslope. The company has a decade of experience serving charter schools, comes highly recommended by three regional charter schools, has agreed to an affordable rate, and all staff have fingerprint clearance cards.

Transportation

Scholars Academy Sunnyslope will contract with a transportation services provider that aligns to the vision, mission and values of the school. In addition, the provider must have significant

experience in servicing charter schools, provide exceptional referrals from current clients, provide affordable rates, and ensure all staff have fingerprint clearance cards.

The founding team has identified Event Source Transportation as the contracted transportation provider for Scholars Academy Sunnyslope. This provider has ten years of experience working directly with charter schools, comes highly recommended by two regional charter schools, has agreed to an affordable rate, and all staff have fingerprint clearance cards.

Custodial / Maintenance

Scholars Academy Sunnyslope will contract with a custodian and maintenance service provider that aligns to the vision, mission and values of the school. In addition, the provider must have significant experience in servicing charter schools, provide exceptional referrals from current clients, provide affordable rates, and ensure all staff have fingerprint clearance cards.

Scholars Academy Sunnyslope will contract with Unlimited Services for custodial and maintenance needs. The founding team has several years of experience working with this provider at a local charter school.

C. Associated Costs

Special Education

Scholars Academy Sunnyslope will budget \$46,000 in year 1 for expected SPED services that include speech therapy, physical therapy, occupational therapy, and psychological evaluations. The number is based on a quote from STEPS and realized budgets for the same services at Ethos Academy. Assumes 10% of students, based on the conservative enrollment numbers for a total of 23 students.

Scholars Academy Sunnyslope will budget \$54,000 in year 2 for expected SPED services that include speech therapy, physical therapy, occupational therapy, and psychological evaluations. The number is based on a quote from STEPS and realized budgets for the same services at Ethos Academy. Assumes 10% of students, based on the conservative enrollment numbers for a total of 27 students.

Scholars Academy Sunnyslope will budget \$64,000 in year 3 for expected SPED services that include speech therapy, physical therapy, occupational therapy, and psychological evaluations. The number is based on a quote from STEPS and realized budgets for the same services at Ethos Academy. Assumes 10% of students, based on the conservative enrollment numbers for a total of 32 students.

There are no costs for this service during the startup phase.

Accounting

Scholars Academy Sunnyslope will budget \$24,00 per year for three years at an average of \$2,000 per month. This number is based on an estimate provided directly by the provider Aspire Business Solutions. This estimates includes the payroll service costs as well. The same monthly rate will be paid during the startup phase.

Payroll

This cost is bundled with the accounting costs estimate provided by Aspire Business Solutions.

Legal

Scholars Academy Sunnyslope will budget \$5,000 in each of the first three years. This number is based on estimates provided directly by the provider Rader Mayrose and is based on 20 hours of services per year x \$250/hour.

The startup phase expects to spend \$6,000 during the three-month startup phase that leads up to the beginning of school. The rate is based on \$250/hour.

Food

Net food services costs are estimated to be zero due to reimbursement through participation in the National School Lunch Program and School Breakfast Program. However, the vendor that will assist with providing food services will be Nutrition One.

There are no costs during the startup phase for this service.

Transportation

Scholars Academy Sunnyslope will budget \$60,000 in each of the first three years for one route that will take place in the morning and afternoon. The breakdown for this service is about \$333/day. In addition, the same provider will receive \$3,000 per year for 20 field trips.

There are no costs during the startup phase for this service.

Custodial / Maintenance

Scholars Academy Sunnyslope will budget \$15,000 in each of the first three years. This number is based on an estimate from the provider that equates to \$1,500 per month for ten months. No services will be required during the summer.

There are not costs during the startup phase for this service.

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

C.1 Facilities Acquisition

Scholars Academy Sunnyslope will provide a K-8 charter school in either the 85020 or 85029 zip codes. There is a dire need for elementary schools in both communities that consistently increase student achievement. The governing board is committed to obtaining a facility that complements the school's mission to "empower all students to succeed."

A. Description of Facility Necessary for Program

Scholars Academy Sunnyslope has identified the needs of a facility necessary for its program. In Years 1-3 the school will enroll 250, 300, and 350 students, respectively. Facility needs were determined by the full enrollment numbers and not the conservative budget estimates (90% of enrollment). The campus will require 10 classrooms in Year 1, 12 classrooms in Year 2, and 14 classrooms in Year 3. Thus, the minimum square footage required each year will be 10,750 sf, 12,900 sf, and 15,050 sf., which is an average of 43 square feet per student. This sf/student rate is based on similar enrollment and facility use at Ethos Academy. Additional details are provided below in figures C.1.1 and C.2.1.

**Figure C.1.1
Projected Space Needs (Years 1-3)**

	2020-2021	2021-2022	2022-2023
Number of students	250	300	350
Number of FTE staff	21	25	28
Grade levels served	K-6	K-7	K-8
Total Interior SF	10,750	12,900	15,050
Total Classrooms	10	12	14

**Figure C.1.2
Projected Facility Costs (Years 1-3)**

	2020-2021	2021-2022	2022-2023
Building Rent/Lease/Loan	\$180,000	\$180,000	\$180,000
Interior Square Feet	10,750	12,900	15,050
Cost / Square Foot	\$16.74 / sf	\$13.95 / sf	\$11.96 / sf
Building and Improvements	\$10,000	\$10,000	\$10,000
Land and Improvements	0	0	0
Fees and Permits	0	0	0
Property and Casualty Insurance	0	0	0
Liability, Property, Casualty Ins.	\$26,000	\$31,000	\$36,000
Utilities (Electric, Gas, Water, Waste)	\$18,000	\$18,000	\$18,000
Interior Square Feet	10,750	12,900	15,050

<i>Cost / Square Foot</i>	\$5.02 / sf	\$4.73 / sf	\$4.52 / sf
Total Facility Costs	\$234,000	\$239,000	\$244,000
Percent of Revenue	15.6%	13.2%	11.5%

Scholars Academy Sunnyslope has established additional requirements, in addition to the classrooms, to conduct the mission of the school. These include access to adequate restrooms, drinking fountains, reception areas, administrative offices, special education meeting space, outdoor recreation space, and a multi-purpose room for meals and large-scale gatherings. The \$43/sf average takes into account these other needs. Charter School Development Corporation (CSDC) will be referenced throughout due to a decision by the founding team to work with this company. The decision was based on previous experiences with the organization.

B. Available Facilities within Target Markets

The founding team has engaged in an aggressive search for multiple, qualifying facilities. The governing board is considering three viable locations, at the time of submitting the application, that accommodate the projected needs of the school. However, the landlord for the first choice has informally agreed to partner with Scholars Academy Sunnyslope so the financial terms provided throughout the application are consistent with this option. The other two options are still possible and the financial data for these are included as well.

- 1) 1010 East Alice Avenue, Phoenix, Arizona 85020
- 2) 906 West Peoria Avenue, Phoenix, Arizona 85029
- 3) 2259 West Shangri La, Phoenix, Arizona 85029

Option One (15,338 square feet)

The facility located at 1010 East Alice Avenue in Phoenix is identified as the first option. It is a church with buildings that were previously used for a private school. It is a two story building with the ability to have 14 classrooms, 1 special education room, office area, bathrooms, and hallways. In addition, the church has an assembly room in an adjacent building for special gatherings. The annual lease costs to occupy the entire facility, including monthly costs for both the landlord and CSDC improvements, is \$15,000/month, or \$180,000/year, with no increase from year to year.

Option Two (16,830 square feet)

The facility located at 906 West Peoria Avenue in Phoenix is identified as the second option. It is a church with buildings that were previously used for a charter school. It is a two story building with the ability to have 14 classrooms, 1 special education room, office area, bathrooms, and hallways. In addition, the church has access to an assembly room within the proposed building. It is very similar with regards to accessibility that is provided by the church in the first option. This option is not considered the primary option due to less acreage when compared to the first

option despite slightly more space inside. The annual lease costs to occupy the entire facility, including monthly costs for both the landlord and CSDC improvements is \$15,000/month, or \$180,000/year, with no increase from year to year. The terms for this option are the same as the first option but the split between the landlord and CSDC improvements has a different percentage breakdown.

Option Three (14,956 square feet)

The facility located at 2259 West Shangri La in Phoenix is identified as the third option. It is an office building located with a densely populated neighborhood in the target area. It is a two story building with the ability to have 14 classrooms, 1 special education room, office area, bathrooms, and hallways. Unlike the other two options there is limited space for assemblies and large group gatherings. The school would likely decrease classrooms slightly to add two small office areas and large group functions would be held off-site. The annual lease costs to occupy the entire facility, including monthly costs for CSDC to serve as both the landlord and the provider of tenant improvements is \$15,000/month, or \$180,000/year, with no increase from year to year. This option would work fine but is not as ideal as the other two options. However, it does provide evidence that the targeted neighborhood has a plethora of options that satisfy the facility needs for the school proposed.

Compliance and Educational Occupancy

House Bill 2197 requires charter schools to engage in the “same level of oversight and the same ordinances, limitations and requirements, if any, that would be applicable to a school that is operated by a school district.” Scholars Academy will comply with the American Disabilities Act, the Fire Marshall Charter School Requirements, International Fire Code, Uniform Building Code, Uniform Mechanical Code, and all other relevant compliance requirements.

It is anticipated that unexpected costs will arise as a facility lease is finalized and a campus is occupied. The budget reflects a \$10,000 annual earmark in year 1, \$12,000 in year 2, and \$14,000 in year 3 to assist with these unusual costs (Building and Improvements). In addition, it is expected that the leases considered will include common and relevant facility improvements that are provided by the landlord. All forms of construction or improvements will comply with all additional requirements of the City of Phoenix, or neighboring municipality, that includes fire, site, civil and building permits.

C. Timeframe for Securing a Facility

Scholars Academy will be proactive in communicating the status of securing a facility. CSDC provides experts in the fields of real estate, finance, and law to ensure the negotiations of a lease are conducted in a professional manner consistent with the needs of the school and its mission. Upon authorization Scholars Academy will finalize all legal documents required to secure a facility to ensure improvements are completed by March 2020, but no later than May 2020. The lease will include a provision that enables the school to begin payments in

September 2020 in order to accommodate the delay in receiving its first equalization payment from the state. However, for the sake of being conservative the budget reflects a twelve-month payment in the event negotiations change. However, this arrangement would be considered a \$30,000 savings if it occurs.

Figure C.1.3
Secured Facility Timeline

Time	Activity
May 2019	Obtain All Community Options
September 2019	Finalize Local Community Options
October 2019	Board Property Tours/Proposals
November 2019	Updated Improvements Pricing
December 2019	Final Negotiations/Lease Preparation
January 2020	Construction Documents and Permits
February 2020	Construction Documents and Permits
March 2020	Complete All Facility Improvements
April 2020	Obtain E-Class Certificate of Occupancy
May 2020	Order Furniture, Fixtures, and Equipment
June 2020	Secure Furniture, Fixtures, and Equipment
July 2020	Occupy and Prepare Facility (Open House)
August 2020	Scholars Academy Opens and Classes Begin

Costs Associated with Securing a Facility

The final Scholars Academy decision will require a city plan review, site visits, permit issuance, and specialized building vendors. CSDC has agreed to cover these costs and has confirmed that these initial efforts are not charged to the school. However, if the school is approved to operate these costs, estimated at \$3,000, are rolled into the anticipated improvement/leasing costs. Thus, they will not appear as a separate line item but the founding team has identified these costs and planned accordingly.

Financial Agreements for Securing a Facility

CSDC specializes in helping charter schools secure initial facilities at competitive rates and within required timelines. It is anticipated that the company will also provide assistance in year 3, for occupation in year 4, in the form of additions to all three options. Option one has land available to build new facilities to accommodate long-term enrollment projections. CSDC has agreed to partner with Scholars Academy on both the first three year plans and all long-term projects.

Layout of Space

The locations and a facility summary will be provided in a separate document. Additionally, simple layouts and maps for all three options are attached as one separate document.

Scholars Academy Sunnyslope

Appendix C.1.A

Facility Locations (All Three Options)

Important note! The rate/sf is provided on this document as the total lease rate (cost) divided by the actual square footage of the building. This is regardless of the scheduled use. The Facility Acquisition document reflects square footage rates based on the proposed use in order to remain consistent with scheduled enrollment and staffing narratives.

Figure C.1.A1
Facility Summary

Address	1010 East Alice Avenue, Phoenix, Az. 85020
Square Footage	15,338
Property Type	Church Space
Rate / SF	\$11.74
Expense	\$0.00
Lease Type	Full Service
Total Lease Rate	\$180,000
Notes	Church Lease / Improvement Lease / Outdoor Options

Figure C.1.A1
Regional Map

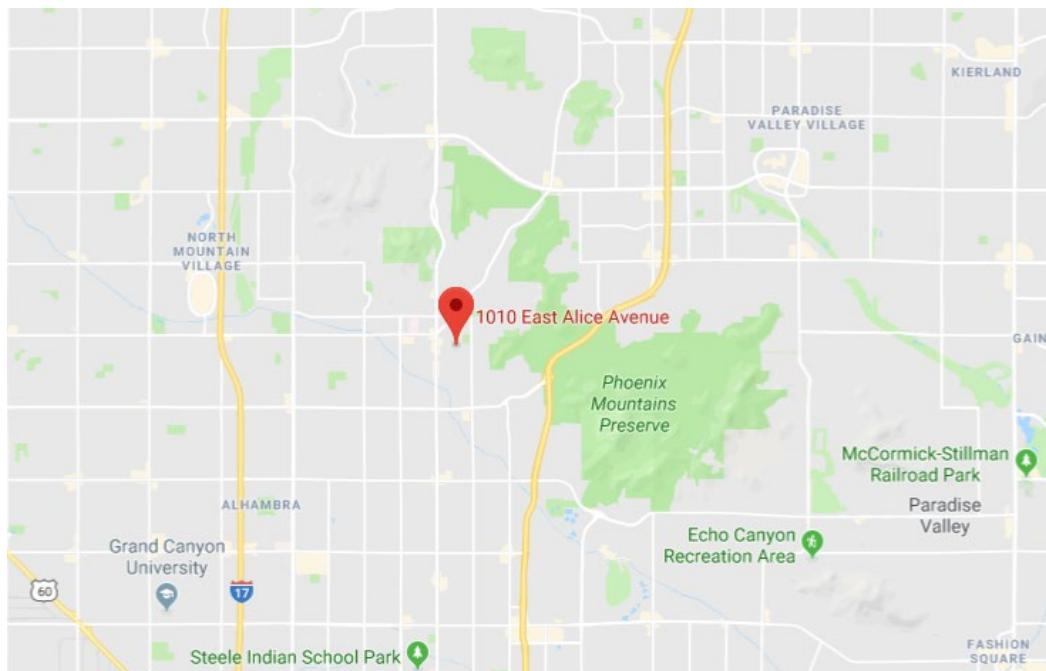


Figure C.1.A1
Community Map

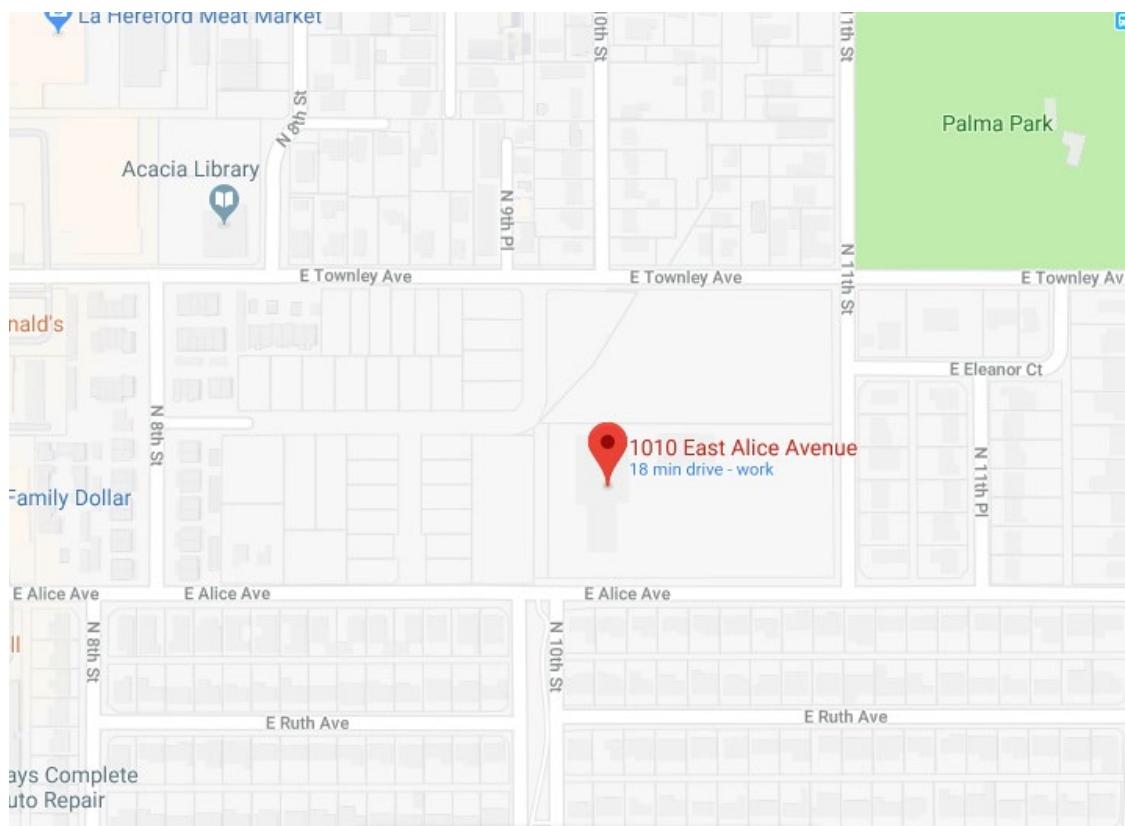


Figure C.1.A1
Location Map



Figure C.1.A2
Facility Summary

Address	906 West Peoria Avenue, Phoenix, AZ 85029
Square Footage	16,830
Property Type	Church Space
Rate / SF	\$10.70
Expense	\$0.00
Lease Type	Full Service
Total Lease Rate	\$180,000
Notes	Church Lease / Improvement Lease / Outdoor Options

Figure C.1.A2
Regional Map

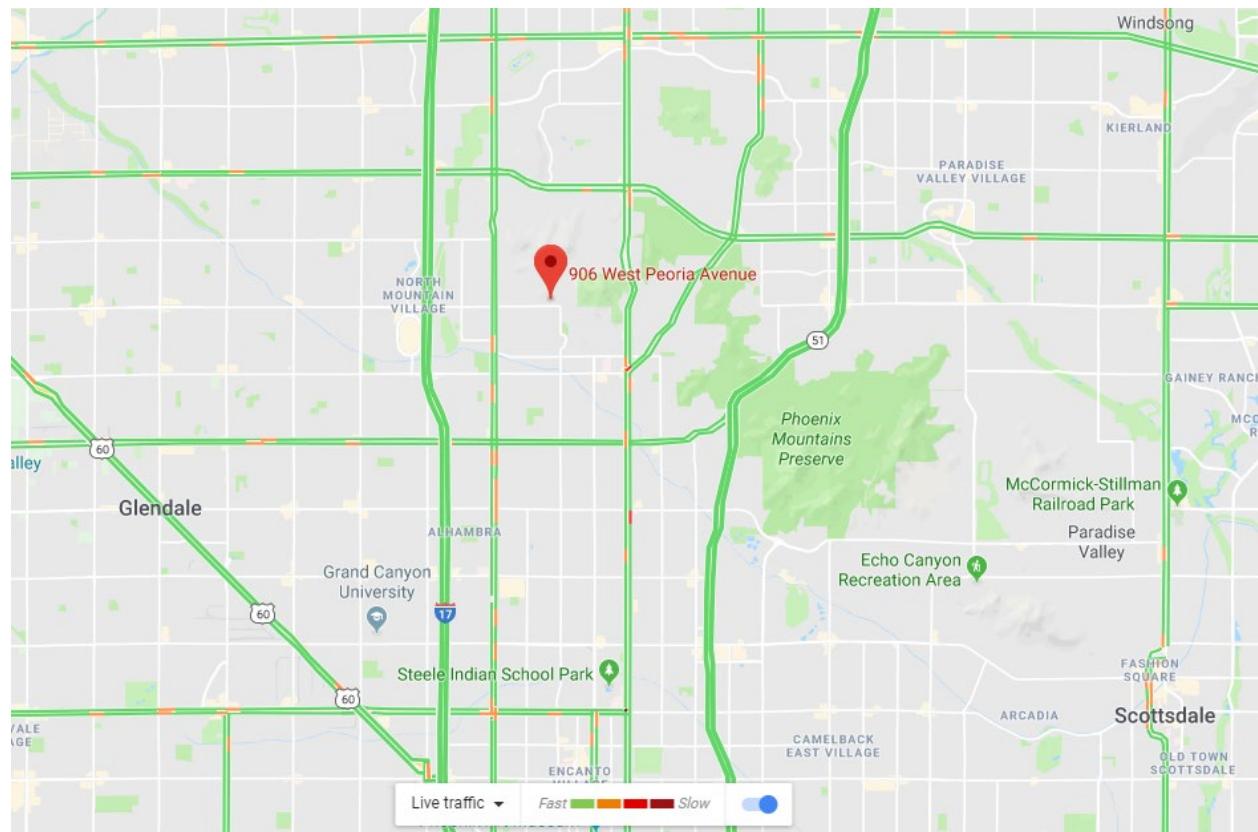


Figure C.1.A2
Community Map

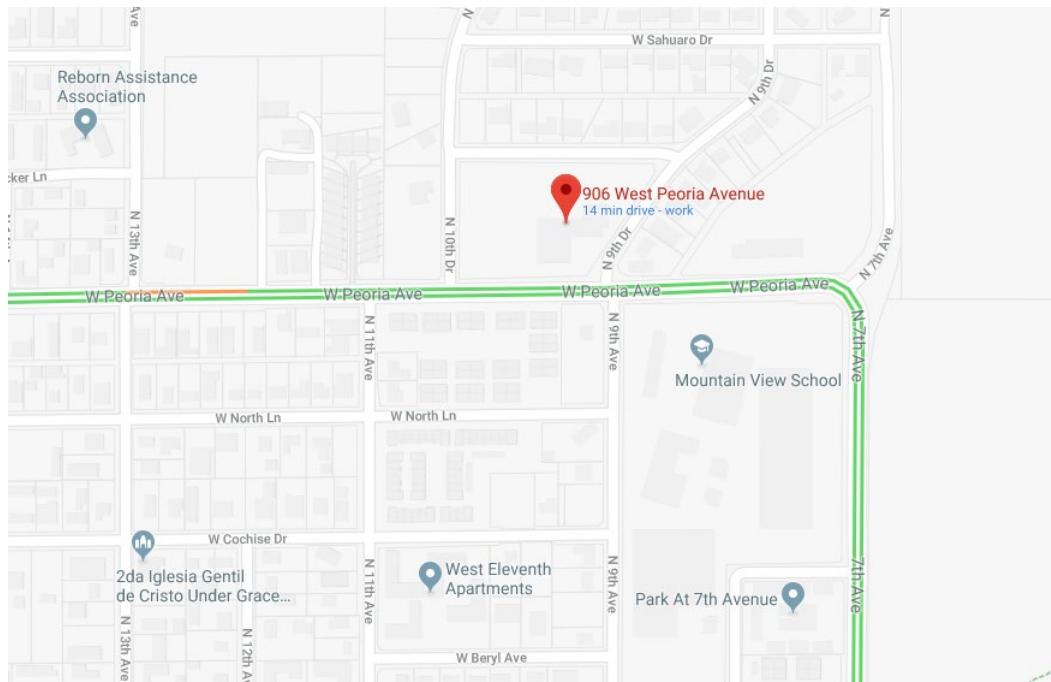


Figure C.1.A2
Location Map

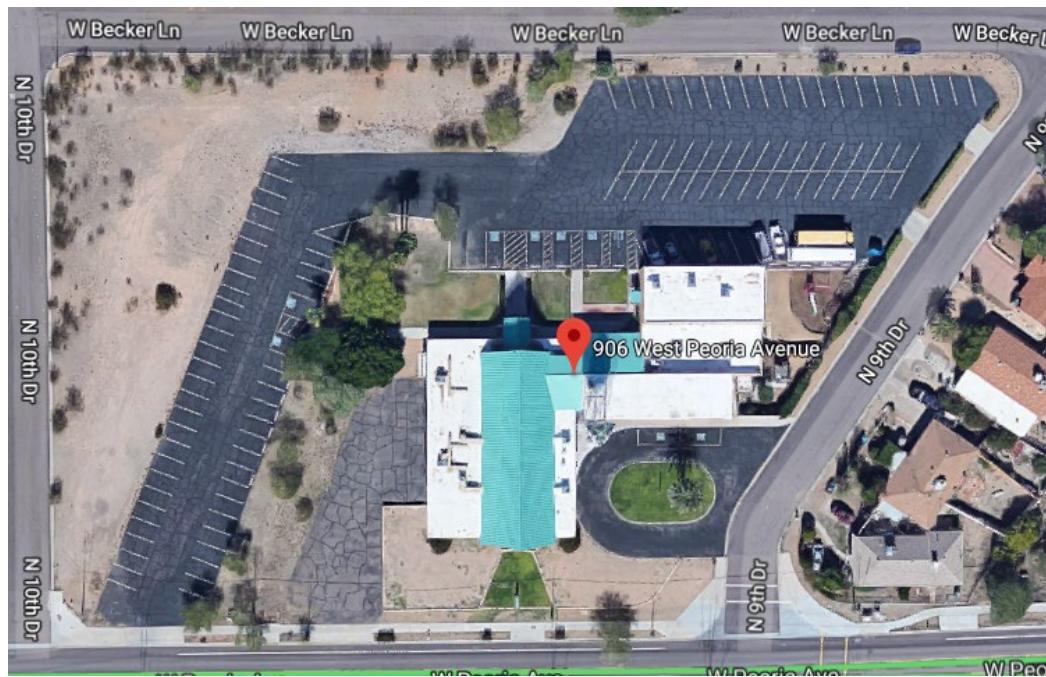


Figure C.1.A3
Facility Summary

Address	2259 West Shangri La, Phoenix, AZ 85029
Square Footage	14,956
Property Type	Commercial Building Space
Rate / SF	\$12.03
Expense	\$0.00
Lease Type	Full Service
Total Lease Rate	\$180,000
Notes	CSDC Purchase / Improvement Lease / Limited Recreation

Figure C.1.A3
Regional Map

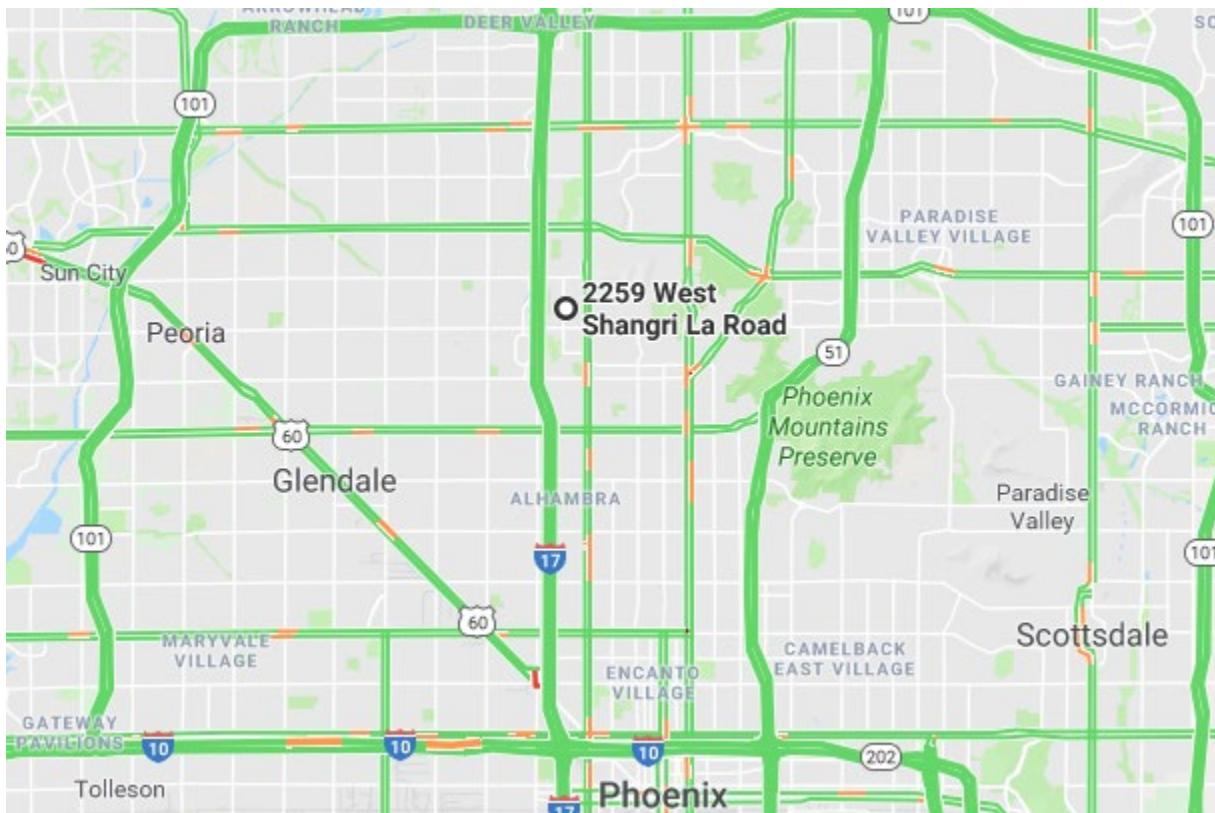


Figure C.1.A3
Community Map

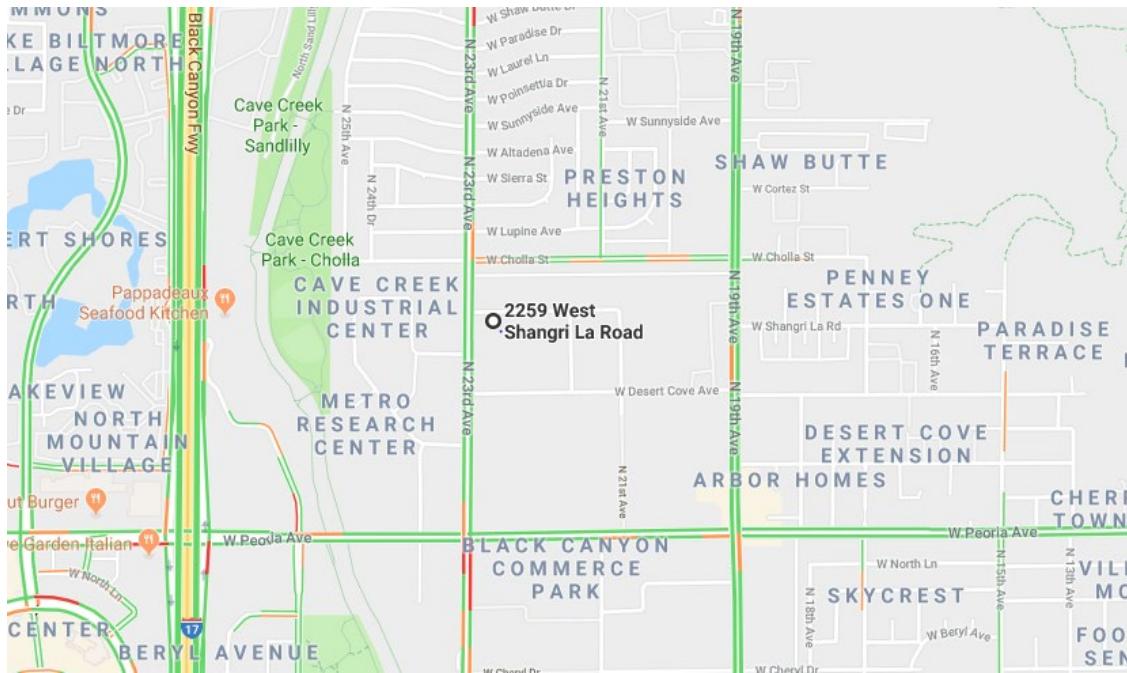
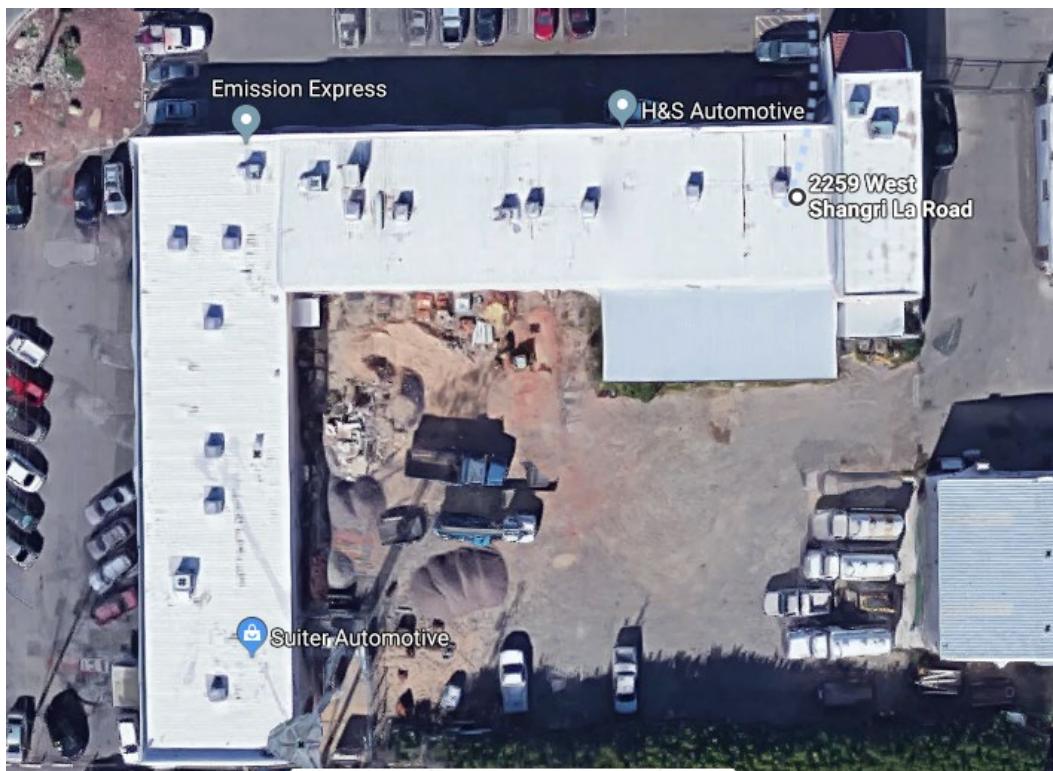


Figure C.1.A3
Location Map



Scholars Academy Sunnyslope - Space Layout

Option 1

15,338 sq ft.

Floor 1

838

Floor 1	7,500 sq ft.
---------	--------------

Floor 1
7,500 sq ft.

	RR	RR	MPR	
		Offices		
	750 sf (30*25)		750 sf (30*25)	
			750 sf (30*25)	
	750 sf (30*25)			
			750 sf (30*25)	
	750 sf (30*25)			
			Storage	

RR	RR	SPED
750 sf (30*25)	750 sf (30*25)	750 sf (30*25)
750 sf (30*25)	750 sf (30*25)	750 sf (30*25)
750 sf (30*25)	750 sf (30*25)	750 sf (30*25)

Scholars Academy Sunnyslope - Space Layout	
Option 2	
East Floor	8,125 sq. ft.
West Floor	8,705 sq. ft.

East Floor
8,125 sq. ft.

RR	Offices	RR
875 sf (35*25)	750 sf (30*25)	
875 sf (35*25)	750 sf (30*25)	Storage

RR	RR	MPR	SPED
875 sf (35*25)	875 sf (35*25)	875 sf (35*25)	875 sf (35*25)
875 sf (35*25)	875 sf (35*25)	875 sf (35*25)	
875 sf (35*25)	875 sf (35*25)		

Scholars Academy Sunnyslope - Space Layout		
Option 3		
14,956 sq. ft.		

Floor 1		
7,606 sq. ft.		

RR	Offices	RR SPED
875 sf (35*25)		875 sf (35*25)
875 sf (35*25)		875 sf (35*25)
875 sf (35*25)		875 sf (35*25)

Storage

Floor 2		
7,350 sq. ft.		

700 sf (35*20)	700 sf (35*20)
875 sf (35*25)	875 sf (35*25)
875 sf (35*25)	875 sf (35*25)

C.2

Marketing and Student Enrollment

C.2 Marketing and Enrollment

Tim Boykin is a member of the founding team and has a personal interest in the Sunnyslope community. He grew up in an adjacent community, central Glendale, but spent many summers and weekends as an elementary aged student in Sunnyslope while being watched by his grandmother. His desire to launch a school in and for this community is based on his first-hand familiarity with these neighborhoods. In addition, he spent many years as a young adult working for the Foundation for Blind Children in this exact community. His personal knowledge of this region was a significant contributor to the marketing and enrollment plan provided below.

The founding team for Scholars Academy Sunnyslope (SAS) is aware that a phenomenally well-ordered academic model is not enough to secure enrollment, open doors, and launch successfully. Thus, the team has prioritized and avoided the traps that often times derail a school from transitioning from an application to a thriving institution that is meeting the needs of local kids and families.

During the initial enrollment period, Scholars Academy Sunnyslope will take advantage of the successful history of the founding principal, Tim Boykin. Tim Boykin previously founded Ethos Academy in Glendale, Arizona, the only "A" rated school for the Team CFA network in Arizona. Although Ethos Academy was and is currently affiliated with Team CFA, the core values and enrollment strategies that led to Ethos Academy's early success were independently developed and implemented locally by Tim Boykin and his founding team. Having developed and implemented a unique strategy at Ethos Academy for providing a high-quality educational option to an under-served inner-city community, it was always Tim's desire to bring this same opportunity to Sunnyslope. The decision to part ways with this network was due in large part to a philosophical difference, between Tim and the network executives, over the importance of personal relationships and professional community engagement for local schools. Repeated attempts to launch a new school in Sunnyslope were rejected due to these difference and the network's evolving financial strategy for all new schools. Because these values were an integral part of what made Ethos Academy a successful school, it became clear in early 2018 that an independent break from this network was the only way to properly launch an academically rigorous school, supported by an overwhelming emphasis on personal relationships, and thus began Scholars Academy Sunnyslope. Tim voluntarily resigned from his school director role at Ethos Academy in 2018 in order to devote more time into the launching of Scholars Academy Sunnyslope. The process of investing time into relationships with Sunnyslope families began immediately thereafter. The marketing and enrollment plan provided below is more than words on paper - it is a realized encounter.

Scholars Academy Sunnyslope will engage in a very proactive, strategic campaign to communicate the school to all families in the community it will serve. The startup budget takes into account the need for an aggressive buildup to the opening of the school, but the founding team believes enrollment targets are achieved with efforts that take place at least a year and a

half earlier. The timeframe provided reflects activities that occurred and will continue to occur until the opening of the school.

A. Viable and Adequate Timeframe for Recruiting Students

The following timeline is consistently aligned to narratives within all sections of the charter application and specifically to the narratives located within this section. All strategies and plans are in support of the vision, mission, and values of Scholars Academy Sunnyslope. Some steps have already been completed.

The Founding Principal, the Board of Directors, and various friends of SAS have already volunteered and will volunteer hours in pursuit of enrollment objectives. The tasks of enrollment provided below are considered one of the most critical and urgent needs for Scholars Academy Sunnyslope to be successful. The Founding Principal has informally engaged families and community partners since the Fall of 2018 and began the formal process of engagement starting in January 2019. Plans were made by the team to dedicate personal time in advance for the purpose of setting and securing a robust enrollment plan.

It is understood that a three-month launch of enrollment activities is not sufficient, especially for the targeted enrollment goals presented. Startup funds will certainly enhance the enrollment strategies that the school will engage in. However, the dedicated volunteer hours and in-kind contributions provided before this stage will result in hundreds of families showing an interest and enrolling at the school. As mentioned later in this narrative, the founding team has already secured interest from dozens of families located in the proposed community. Additionally, the founding team has secured significant in-kind contributions from community partners that are excited to reach the families of Sunnyslope. The provided timeframe is viable and adequate. The corresponding plans are already yielding results consistent with the timeframe.

Timeframe for Enrollment and Marketing

Month (Season)	Action Steps	Responsible Party
January 2019	Speak with potential partners in the local community	Founding School Principal Board of Directors (volunteer hours)
January 2019	Finalize the vision, mission, and values verbiage	Founding School Principal Board of Directors
Feb. 2019 - March 2019	Engage in formal discussions about partnership ideas	Founding School Principal Board of Directors
Feb. 2019 – March 2019	Finalize brand strategy (logo, colors, and mascot)	Founding School Principal Board of Directors
April 2019 – May 2019	Finalize first phase of community partnerships	Founding School Principal Board of Directors

April 2019 – May 2019	Present vision, mission, and values to community leaders and solicit partnerships	Founding School Principal Board of Directors (volunteer hours)
June 2019 – Aug. 2019	Participate with community partners and preschools and share vision/mission to all	Founding School Principal Board of Directors (volunteer hours)
June 2019 – Aug. 2019	Door-to-door campaign soliciting parent interest	Founding School Principal Board of Directors
Sept. 2019 – Dec. 2019	Continue with community partners and preschools and sharing the vision/mission.	Founding School Principal Board of Directors (volunteer hours)
Sept. 2019 – Dec. 2019	Obtain Interest Forms and update enrollment marketing through community events.	Founding School Principal Board of Directors (volunteer hours)
November 2019	Launch Social Media (Facebook and Instagram)	Founding School Principal Board of Directors (free resource)
December 2019	Flyers and Printed Materials (Free Materials Provided)	Brightlee Publishing and Founding Team
December 2019	Website Created and Website Publicly Available	Congenius / CNS360 and Founding Team
December 2019	Charter Application Approved	All stakeholders
Jan. 2020 – March 2020	Collect Intents to Enroll and engage families personally (Open Enrollment Window)	Founding School Principal Office Manager / Clerical Board of Directors (volunteer hours)
Jan. 2020 – March 2020 (ongoing)	Formalized community partner events continue with preschools and apartments with concentrated areas.	Founding School Principal Office Manager / Clerical Board of Directors (volunteer hours)
Feb 2020 – April 2020	Targeted Community “Blitz” and Specialized Canvassing	Founding School Principal Operations Personnel Board of Directors Heart for the City
April 2020	Student lottery (if necessary) / enroll new students	Founding School Principal Office Manager / Clerical Operations Personnel
May 2020 (ongoing)	Flyers (social and digital media continues)	Founding School Principal Operations Personnel + Contracted Canvassers
May 2020 (ongoing)	Families finalize all enrollment paperwork	Founding School Principal Operations Personnel

May - June 2020	Second door-to-door campaign for new families + community flyers	Founding School Principal Operations Personnel + Contracted Canvassers
July 2020	Third door-to-door campaign to all surrounding areas + community flyers	Founding School Principal Operations Personnel + Contracted Canvassers
August 2020	<i>First school day/250 students</i>	<i>All stakeholders!</i>

In Years 2 and 3 Scholars Academy will continue the same process provided below with the exception of tasks related to starting the school. Scholars Academy is prepared to engage in a thorough process of enrollment strategies that take place throughout the year and are adjusted according to observations of the previous years. The three-year budget reflects marketing costs at \$3,000 per year. This drop is due to the fact the school will grow by only 50 kindergartners per year. Based on the founder's experience at Ethos Academy, this will take place through previously established relationships with local preschools. The funds available will be focused on materials to fill in the enrollment numbers in the older grades in the event there is attrition.

The benefit of building enrollment that is based on relationships is realized for years after the launch. These relationships will be maintained throughout the year and result in sustaining enrollment numbers throughout all grades.

B. Advertising and Promotion Plan for Student Recruitment

Scholars Academy will ultimately enroll 50 students at every K-8 grade. This capacity will not be achieved until the fifth or sixth year of its existence. During the first three years of operation it will strive to enroll the following numbers:

Enrollment Goals

Grade Level	Year 1	Year 2	Year 3
K	50	50	50
1 st	50	50	50
2 nd	50	50	50
3 rd	25	50	50
4 th	25	25	50
5 th	25	25	25
6 th	25	25	25
7 th	n/a	25	25
8 th	n/a	n/a	25
Totals	250	300	350

Enrollment goals reflect 25 students per class. The budgets provided in later sections reflect a conservative 90% enrollment estimates to ensure a safe, realistic revenue line. Despite this sound fiscal practice, the enrollment team will still be focusing on the 100% enrollment goals each year.

Scholars Academy will be engaged in three facets of marketing. First, the school leadership will engage in partnerships with local community leaders. Next, enrollment and marketing teams will develop relationships with parents through community partnerships. Finally, relevant staff will participate in aggressive door-to-door campaigns in the surrounding neighborhoods.

Community partnerships have been identified as having both an academic value and a marketing strategy. The two go hand-in-hand with regards to the development of the school. The Sunnyslope region is full of excellent community organizations such as the YWCA, YMCA, Aim Right, Heart for the City, and the Boys and Girls Club. In addition, there are over two dozen churches and religious organizations participating in community outreach events to the local people. Leaders will build trust with these organizations by participating in their events without condition. Upon developing these relationships, the leaders will take time to learn from and listen to the needs of the community they represent directly. This process has already begun and as a result the school founders are anticipating formal partnerships with these groups and more by June 2019. The specific events and programs will include soccer clubs, English language classes, food bank distributions, community clean-up events, art camps for students, and tutoring. The school founder and founding board members are participating in these efforts currently. This will continue up until the first day of school and will be in accordance with the timeframe and relevant budgets.

Preschools have the greatest concentrations of students, via students and their older siblings, that will transition into Scholars Academy. Leaders will once again engage in building relationships by visiting with the directors of these schools and finding out about the needs of the families that send their children to the schools. In June 2019, Scholars Academy will embark on a campaign to visit the preschools and meet parents. There are over twenty preschools, or related organizations, in the 85020 and 85029 zip codes. Preschools that have agreed to allow us a weekly or month presence include Active Learning Center, Pre-Kademy, Little Swans, and Crossroads Preschool. Additionally, there are over a dozen more preschools that have shown an interest in hosting our school for information nights. It appears that this plan is going to result in over thirty presentations hosted by the preschool up until the start of school.

Scholars Academy has been given permission to share and meet with families at various church events in the area. These include simple opportunities to introduce the school during a service, presenting to parents during children/youth gatherings, and participating in special community outreach. Opportunities to share have already taken place or are scheduled to take place at North Village Baptist, Covenant of Grace, Orangewood Presbyterian, Trinity Lutheran and Desert Rose Community. Additionally, there are over a dozen more churches that are scheduled to meet with the founding team to discuss opportunities during the Fall of 2019 and continue through August of 2020. The founding team is aware of the requirement to limit these specific

partnerships to the needs of the school. The school will not participate in the advancement of any religious objective as a result of its participation. These partnerships are strictly based on serving the social and academic needs of students.

Educational organizations are often thought of as competitors. Scholars Academy Sunnyslope does not subscribe to this belief. In fact, the founding team has established partnerships with the Foundation for Blind Children, the Arizona Indian College, Sunnyslope High School, and Thunderbird High School. Each partnership is unique but examples of activities include Open House table placements, Parent Q and A's, information handouts, and Meet and Greets.

Scholars Academy is committed to marketing itself to ALL families in the area. The founding team understands that some families will not learn about the school through community partnerships. To ensure complete coverage of the community the staff will engage in three door-to-door campaigns in the summer of 2019 (using volunteers), the spring of 2020 (May), and the summer of 2020 (July). Brochures and advertising materials will be handed out, starting in May, and both an English and Spanish version of the materials will be made available to all families. The founding team has identified the need for printed media to be most successful during this phase of enrollment. The development of relationships with families, via community partners and door-to-door visits, coupled with the social media platforms will be the primary form of developing interest and Intent to Enrolls consistent with the described narratives and timeframes. In addition, SAS was able to secure 200 hours of free canvassing from the community outreach organization known as Heart for the City. They have agreed to provide an additional Community Blitz and send out their community team (6-8 Spanish speaking staff) into the Sunnyslope area during the months of February, March and April. The combination of this specialized canvassing and the three other formal canvassing efforts will result in a significant increase of interest and enrollment.

The timing of enrollment activities is consistent with the Founding Principal's previous, and consistently successful, approach to enrollment with his prior school. This school served an almost identical demographic and the emphasis on personal relationships (community partnerships) coupled with the printed materials, has proven to be the most ideal approach to securing family participation and decisions.

The strategies and plans provided in the timeframe and promotion narratives have already yielded interest from dozens of families. The founding team believes there is no better way to meet families than to simply meet families. The community partnerships developed, currently and in the coming year, will simply continue the progression of interest, building momentum towards the enrollment of the first year students.

The three marketing strategies utilized in the forthcoming planning year will continue annually and will be adjusted according to their successful execution in the years prior. The final enrollment cap of 450 will signify the school has reached capacity. The board will work with the administrative staff to develop more appropriate and relevant marketing strategies as the school approaches and reaches this level.

C. Plan Costs

The following breakdown is an estimate of specific costs related to the promotion of the school. Costs are based on similar promotion costs realized by the Founding Principal's previous experience launching a fully-enrolled, "A" rated charter school.

Flyers: \$10,000

- Cost based on founding team's previous, specific costs associated with providing the same items. For the purpose of this narrative an official quote was provided by Brightlee Publishing that is consistent with the narrative and enrollment use. The cost for the flyers will result in the production, design and print of over 30,000 flyers due to the benefit of bulk purchasing. These flyers will be used for the door-to-door campaigns starting in May and will be present for families that visit the facility starting in May as well.

Printed Materials (not flyers but aligned with Marketing): \$5,000

- Stationery and Business Cards
 - 5000 letterheads (\$800)
 - 500 envelopes (\$500)
 - 1000 Business Cards (\$75)
- Vinyl Signage 3' x 8' (\$125)
- Banner (\$500 for 2 banners)
- 10x10 tent with school identifiers (\$1,000)
- Postcard-sized Ads (2000 copies for \$2,000)
- Quotes provided by Brightlee Publishing

Special note: SAS has secured an in-kind contribution from Brightlee Publishing in the form of free marketing materials during the months of December 2019 – April 2020. This community partner offered these free items due to the owner's alignment to the SAS mission to serve the Sunnyslope neighborhood. These contributions are identified in the timeframe and are in addition to the paid services that will be provided and identified in this section and the startup assumptions. Total value of these printed materials is \$1,700 and consist of additional business cards (\$75), additional vinyl signage (\$125), additional banner (\$500), and logo/color designs (\$1,000).

Fully Customizable Website: \$5,000

- The website cost was based on multiple estimates provided by CSN360, Congenius, and associated vendors. The cost will allow for the use of the website consistent with enrollment activities and will be fully operational by December 2019. This launch date is

consistent with the start-up budget assumptions. The use of free social media such as Facebook and Instagram will be used starting November 2019 and will continue indefinitely. The combination of the website and social media platforms will provide the necessary supports to compliment the provided enrollment narratives.

Canvassers (Enrollment Personnel): \$10,000

- The use of enrollment personnel will be in the form of contracted (no employer contributions) individuals during the startup phase. These individuals will assist with tasks such as canvassing the neighborhood, assisting with campus visits once the facility is ready, corresponding by email, and speaking with potential families on the phone.
- The cost for these services were determined by the hourly rates paid to similar staff at schools associated with the founding principal. The rate of \$20/hour will allow the school to provide 500 hours of direct support during the enrollment phase.
- The total costs provided are consistent with the start-up budget costs provided in section C.4.

The total for all of these items is \$30,000 as stated in the startup assumptions.

D. Viability and Adequacy of Costs

The founding team firmly believes, based on experience with Ethos Academy, that the costs associated with the enrollment plan and timeframe are viable and adequate. The Founding Principal utilized this same enrollment approach and increased enrollment by

E. Cost Consistency

All costs associated with the plans are consistent with submitted budgets and narratives.

F. Fair and Equitable Enrollment (Admission) Procedures

To ensure fair and equitable enrollment procedures, Scholars Academy Sunnyslope will be sure to establish policies and procedures in compliance with ARS§15-184 and ESEA 5210(1)(H).

Pursuant to ARS§15-184(B), enrollment preference will be given to students returning to Scholars Academy in Year 2 or afterwards, siblings of currently-enrolled students, children of employees of Scholars Academy, and children of members of the Governing Board of Scholars Academy.

Pursuant to ARS§15-184(A), aside from the above-mentioned student populations, all students will have an equal opportunity to attend Scholars Academy, and Scholars Academy will enroll all eligible students who submit a timely application, unless the number of applicants exceeds the capacity of a class, grade level, or building.

Interested families will complete letters of intent to enroll for their students to apply according to the timeline above. Letters of intent to enroll will only include contact information and no additional personal information. This will ensure that no other factors – including language minority, racial or ethnic background, gender, discipline record, or special education status – will be taken into account in enrollment procedures. Letters of intent to enroll will be available during the publicly-advertised Open Enrollment Window, between the first business day in January 2020 and the last business day of March 2020 for Year 1 and following this same pattern for subsequent years.

Pursuant to ARS§15-184(E), in the event capacity is insufficient to enroll all students who have submitted a timely application, Scholars Academy will ensure the equitable selection of students by utilizing a lottery system. Preference will be given to any siblings of any student selected through the Scholars Academy Sunnyslope lottery.

Enrollment Packet

If a student has been selected through the above procedure, the student's parent or guardian must complete an enrollment packet that includes the following documentation, which will only be collected for student registration once a student has been admitted:

- Enrollment Form
- Copies or originals collected from the parent/guardian:
 - ✓ Immunization Records
 - ✓ Social Security Card (optional)
 - ✓ Birth Certificate
 - ✓ Proof of Residency
 - ✓ Withdrawal Slip (from previous school)
 - ✓ Attendance History (from previous school)
 - ✓ Discipline Records (from previous school)
 - ✓ Copy of Custody Paper (if applicable)
 - ✓ Copy of Current IEP (if applicable) and Academic Records (or a request for records will be sent to the previous school)
- Forms to be completed by parent/guardian:
 - ✓ Arizona Residency Documentation Form
 - ✓ Home Language Survey (PHLOTE)
 - ✓ McKinney-Vento Eligibility Questionnaire
 - ✓ Consent for Medical/Dental Emergency Treatment and Medical Information Form
 - ✓ Internet Use Policy
 - ✓ Consent for Off Campus Activity
 - ✓ Physical Activity Consent Form
 - ✓ Request for Release of Student Records Form
 - ✓ Records Request for Special Services Form
 - ✓ Media Release Form
 - ✓ School Rules and Procedures

- ✓ Expected Behaviors
- ✓ Student Compact and Parent/School Compact
- ✓ Customer Satisfaction Questionnaire

Legal Assurances

Scholars Academy intends to apply for the CSP grant. The budgets and application documents do not include related requirements due to the lack of an award at the time of submitting the application. However, the school will ensure that enrollment practices are consistent with all state and federal requirements. To be safe, the school will also abide by policies that are consistent with CSP Non-Regulatory Guidance, April 2011, including (E-2), “A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted.” In addition, it is permissible for the above exempted students from the lottery to be exempted according to (E-4)(c), “Specifically, the following categories of applicants may be exempted from the lottery...Siblings of students already admitted to or attending the same charter school.”

Scholars Academy will not have separate lottery pools for any groups, pursuant to (E-5). Nor will Scholars Academy favor or disfavor any one group over any other in terms of admission. This would include Special Education or English Language Learner populations, pursuant to (E-6).

The marketing and outreach efforts above ensure that Scholars Academy “inform[s] students in the community about the charter school” and “gives each student ‘an equal opportunity to attend the charter school,’” according to (E-7). Parent outreach efforts will target all segments of the community, compliant with (E-4).

Outreach efforts may take place through local churches. This will take place in combination with other outreach efforts, including those through community partners’ sites. These efforts will be part of a larger broad-based and balanced outreach effort described above. This is consistent with the CSP Non-Regulatory Guidance, which states that “a charter school’s outreach and recruitment activities should be designed to reach all segments of the parent community. Thus, a charter school may conduct outreach or recruitment activities in churches or through religious organizations as part of a broad-based and balanced effort to inform parents in the community about the charter school and to recruit a diverse student body, but may not favor or disfavor religion in general or any particular faith or house of worship” (F-5).

G. Enrollment Procedures

Aside from the above-mentioned student populations, all students will have an equal opportunity to attend Scholars Academy in a procedure consistent with ARS §15-184. This will be ensured by a lottery system. Interested families will complete letters of intent to enroll for their students to apply according to the timeline above. Letters of intent to enroll will only include contact information and no additional personal information. This will ensure that no other factors – including language minority, racial or

ethnic background, gender, discipline record, or special education status – will be taken into account in enrollment procedures. Letters of intent to enroll will be available during the publicly-advertised Open Enrollment Window, between the first business day in January 2020 and the last business day of March 2020 for Year 1 and the first business day of March and the last business day of April for subsequent years.

If, by the end of the open enrollment window at 5PM on March 31, 2020, there are more students who have completed letters of intent to enroll than openings in a given grade level, a blind lottery will be held to determine enrollment. The next day, at 9AM on April 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. 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, Scholars Academy 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.

Insufficient Capacity

Compliant with ARS §15-184 E, Scholars Academy will “select students through an equitable enrollment process such as a lottery except that preference shall be given to siblings of pupil” that was also selected through an equitable enrollment process. Scholars Academy will be fully committed to carrying out all requirements of this statue, especially with regards to insufficient capacity.

Enrollment Packet

If a student has been selected through the above procedure, the student's parent or guardian must complete an enrollment packet that includes the following documentation, which will only be collected for student registration once a student has been admitted:

- Enrollment Form
- Copies or originals collected from the parent/guardian:
 - ✓ Immunization Records
 - ✓ Social Security Card (optional)
 - ✓ Birth Certificate
 - ✓ Proof of Residency
 - ✓ Withdrawal Slip (from previous school)
 - ✓ Attendance History (from previous school)
 - ✓ Discipline Records (from previous school)
 - ✓ Copy of Custody Paper (if applicable)

- ✓ Copy of Current IEP (if applicable) and Academic Records (or a request for records will be sent to the previous school)
- Forms to be completed by parent/guardian:
 - ✓ Arizona Residency Documentation Form
 - ✓ Home Language Survey (PHLOTE)
 - ✓ McKinney-Vento Eligibility Questionnaire
 - ✓ Consent for Medical/Dental Emergency Treatment and Medical Information Form
 - ✓ Internet Use Policy
 - ✓ Consent for Off Campus Activity
 - ✓ Physical Activity Consent Form
 - ✓ Request for Release of Student Records Form
 - ✓ Records Request for Special Services Form
 - ✓ Media Release Form
 - ✓ School Rules and Procedures
 - ✓ Expected Behaviors
 - ✓ Student Compact and Parent/School Compact
 - ✓ Customer Satisfaction Questionnaire

Should the completed enrollment packet, as described above, not be received within ten business days of the lottery, the student's spot is automatically withdrawn and the next student on the waiting list is invited to attend the school.

Applications for Re-Enrollment

Students currently enrolled in and attending Scholars Academy remain enrolled for the following school year, and are not required to submit a new application or go through the lottery process. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

H. Enrollment Targets

The founders of Scholars Academy have had great success, with past schools, in providing a class size that is no larger than 25:1. Regardless of interventions, the school believes this is an optimal size to ensure the academic plan is provided at a high level. Therefore, the enrollment targets provided throughout the application reflect this class size. Grades that list 50 students are assumed to have two classes with each class having 25 students. Grades that list 25 students are assumed to have one class with 25 students. The budgets provided throughout the application reflect a conservative estimate of 90% enrollment. Thus, the budget reflects an enrollment equal to 22.5 students per class and an enrollment target of 25.

In year 1 specifically the maximum projected total enrollment will be 250 and the minimum projected total (90% of enrollment accounts for attrition) will be 225 students. The targets were identified using empirical data from the launching and successful operation of a similar charter school that serves a similar demographic.

Year 1 Enrollment Targets

<i>Grade Level</i>	<i>Minimum Planned</i>	<i>Maximum Projected</i>	<i>Determination</i>
Kindergarten	45	50	2 classes of 25 students
First Grade	45	50	2 classes of 25 students
Second Grade	45	50	2 classes of 25 students
Third Grade	22.5	25	1 class of 25 students
Fourth Grade	22.5	25	1 class of 25 students
Fifth Grade	22.5	25	1 class of 25 students
Sixth Grade	22.5	25	1 class of 25 students
Seventh Grade	n/a	n/a	n/a
Eighth Grade	n/a	n/a	n/a
Total Enrollment	225	250	

In year 2 specifically the maximum projected total enrollment will be 300 and the minimum projected total (90% of enrollment accounts for attrition) will be 270 students. The targets were identified using empirical data from the launching and successful operation of a similar charter school that serves a similar demographic.

Year 2 Enrollment Targets

<i>Grade Level</i>	<i>Minimum Planned</i>	<i>Maximum Projected</i>	<i>Determination</i>
Kindergarten	45	50	2 classes of 25 students
First Grade	45	50	2 classes of 25 students
Second Grade	45	50	2 classes of 25 students
Third Grade	45	50	2 classes of 25 students
Fourth Grade	22.5	25	1 class of 25 students
Fifth Grade	22.5	25	1 class of 25 students
Sixth Grade	22.5	25	1 class of 25 students

Seventh Grade	22.5	25	1 class of 25 students
Eighth Grade	n/a	n/a	n/a
Total Enrollment	270	300	

In year 3 specifically the maximum projected total enrollment will be 350 and the minimum projected total (90% of enrollment accounts for attrition) will be 315 students. The targets were identified using empirical data from the launching and successful operation of a similar charter school that serves a similar demographic.

Year 3 Enrollment Targets

Grade Level	Minimum Planned	Maximum Projected	Determination
Kindergarten	45	50	2 classes of 25 students
First Grade	45	50	2 classes of 25 students
Second Grade	45	50	2 classes of 25 students
Third Grade	45	50	2 classes of 25 students
Fourth Grade	45	50	2 classes of 25 students
Fifth Grade	22.5	25	1 class of 25 students
Sixth Grade	22.5	25	1 class of 25 students
Seventh Grade	22.5	25	1 class of 25 students
Eighth Grade	22.5	25	1 class of 25 students
Total Enrollment	315	350	

I. Enrollment Packets Compliance

All process, procedures, and documents included in this charter application, and specifically section C.2, are compliant with all state and federal statutes.

J. Promotional Materials

All marketing materials and promotional items will be provided in both English and Spanish. Community meetings will be spoken in both English and Spanish too.

A completed enrollment packet, with other required forms and documents, must be submitted within 10 days to finalize your student's enrollment.

Grade Level Applying For: _____

For Office Use Only

Received Date _____
 Entry Date _____
 Start Date _____
 Student ID _____
 State ID # _____
 Entry Code _____ Initials _____
 Special Ed (IEP)

NEW STUDENT INFORMATION – School Year 2019-2020

Last Name:	First Name:	Middle Name:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Home Phone w/Area Code:	Date of Birth:	Place of Birth:	
PARENT/GUARDIAN INFORMATION			
NAME of Mother/Guardian:		NAME of Father/Guardian:	
<input type="checkbox"/> Mother <input type="checkbox"/> Step <input type="checkbox"/> Guardian <input type="checkbox"/> Foster Please check one below		<input type="checkbox"/> Father <input type="checkbox"/> Step <input type="checkbox"/> Guardian <input type="checkbox"/> Foster Please check one below	
<input type="checkbox"/> Lives with (primary residence of student) <input type="checkbox"/> Has legal custody*		<input type="checkbox"/> Lives with (primary residence of student) <input type="checkbox"/> Has legal custody*	
Address :		Address:	
City/State/Zip:		City/State/Zip:	
Employer:		Employer:	
Home Phone:	Work Phone:	Home Phone:	Work Phone:
Cell/Text Phone:		Cell/Text Phone:	
Email:		Email:	
*Official court documents must be submitted to the school in cases of divorce, separation, custody or other legal issues.			
IN CASE OF EMERGENCY CONTACT INFORMATION (minimum of 2 contacts required; cannot be parent or guardian)			
Name:	Telephone(s):	Relationship:	Ok to Pick Up: Yes <input type="checkbox"/> No <input type="checkbox"/>
Name:	Telephone(s):	Relationship:	Ok to Pick Up: Yes <input type="checkbox"/> No <input type="checkbox"/>
If you are unable to reach me in an emergency, I give permission for my child to be transported to the nearest hospital by ambulance. I further realize that I am responsible financially for the payment of all ambulance and hospital charges. Students who become ill or have an emergency at school must be picked up within a half hour of parent/emergency contact being notified. Yes <input type="checkbox"/> No <input type="checkbox"/>			
LANGUAGE SURVEY			
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? _____			
Has your child been enrolled in any language acquisition or ELL programs? <input type="checkbox"/> No <input type="checkbox"/> Yes			
Ethnicity: <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino			
RACE: Select one or more (Requested by the Arizona Department of Education)			
<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Black or African American		<input type="checkbox"/> Asian	
Tribe Name: <input type="checkbox"/> Native Hawaiian or Other Pacific Islander		<input type="checkbox"/> White	
Are there any legal or custody issues involving student? <input type="checkbox"/> No <input type="checkbox"/> Yes Submit current legal documents.			
Would you like to apply for busing? <input type="checkbox"/> No <input type="checkbox"/> Yes (space is limited, busing is not guaranteed)			
EMAIL AND TEXT COMMUNICATION FROM THE SCHOOL			
<input type="checkbox"/> I would like to receive email messages from my child's school at the address listed above OR the address listed below. Email Address: @		<input type="checkbox"/> I would like to receive text messages from my child's school at the number listed above OR the number listed below. Cell Phone #: ()	
I agree to abide by the policies of the school published in the Parent Handbook and other official materials, and will support school policies and rules in guiding my student. I certify by my signature that all statements in this packet are true and complete to the best of my knowledge.			
Parent/Guardian Printed Name:		Signature:	Date:

Student Name:

Date:

Previous School Information:

Name and Address of last school attended:

Special Education Services – to continue Services, please fill out following questions:

Has your student ever been recommended, tested, or qualified for Special Education Services?* Yes No
Is your student receiving Resource/Special Education services?* Yes No
Is your student receiving Speech/Language Services?* Yes No
Has your student ever received any of these services in the past?* Yes No

If Yes, where and when did your student receive these services?*

504 Accommodations Plan

Does your student have a 504 Accommodation Plan?* Yes No
Has your student had a 504 Accommodation Plan in the Past?* Yes No

Gifted Education

Is your student enrolled in Gifted Education classes?* Yes No

* This information is used for continuity of services and accommodations, not for enrollment decisions.

C.3

Personnel

C.3 Personnel

Scholars Academy Sunnyslope is committed to developing exceptional educators. The founding leaders have developed a plan to recruit, hire, and train teachers, and non-teachers, to ensure the school is increasing student achievement significantly.

A. Staffing Plan

In Year 1 Scholars Academy will serve 250 students in Kindergarten through the sixth grade. There will be 25 students in each class and a total of 10 classes. The school is centered upon a direct instruction teaching approach so each teacher will have a self-contained classroom for core subjects. The Year 1 staffing plan accounts for appropriate levels of academic, family, and operational staffing required to serve the enrolled students. There will be ten classroom teachers with one additional specials teacher.

The specials teacher will be a Physical Education teacher. Due to the number of classes this position will be able to instruct eight of the ten classes. In year 1 only the Campus Dean will provide instruction for the other two classes. This will result in the Campus Dean providing 1.5 hours of PE instruction per day. This year 1 dynamic is justified in the hiring process for the Dean and the founding team is confident that this will not impact academic achievement in year 1. The duality of the School Principal and the Campus Dean will be enough to more than satisfy the Program of Instruction and all corresponding tasks for a school with 250 students. However, the founding team does not believe the expected enrollment in corresponding years will allow for this to take place. Thus, the school will employ additional specials teachers in the years that follow.

The school will adhere to an intervention model that requires the use of Instructional Assistants. There will be four assistants that will participate in instructional support for 6 hours a day and 1 hour per day in assisting with campus support (lunch / arrivals / dismissals). The School Principal and Campus Dean will identify the needs of each teacher based on data. Each classroom teacher will be given an instructional assistant for an average of 2.4 hours per day. This is computed by multiplying 4 assistant staff x 6 support hours and divided by the ten teachers. Certain teachers might receive a greater emphasis of instructional supports based on ELL needs or other specifically identified needs. The founding principal utilized this exact division of time/emphasis at his previously school, which was an "A" rated, Title 1 charter school.

**Figure C.3.1
Staffing Plan (Year 1)**

Instructional Personnel	FTE	Non-Instructional Personnel	FTE
School Principal	1	Bookkeeper/Finance	1
Dean of Students	1	Student Registrar	1
Classroom Teachers	11	Clerical	2

Instructional Assistants	4		
Total	17	Total	4

In Year 2 Scholars Academy will serve 300 students in Kindergarten through seventh grade. There will be 25 students in each of the classes. The school is centered upon a direct instruction teaching approach so each teacher will have a self-contained classroom for core subjects. The Year 2 staffing plan accounts for appropriate levels of academic, family, and operational staffing required to serve the enrolled students. There will be twelve classroom teachers with two additional specials teachers.

The two specials teachers in year 2 will be a Physical Education teacher and a Fine Arts teacher. The total number of general education classes will be twelve. Thus, each teacher will be required to teach six of the classes per day. This will enable the specials teachers to utilize any remaining time in support of other academic objectives. The School Principal and Campus Dean will identify the best use of remaining time and this might involve providing additional intervention supports in the classrooms.

The school will adhere to an intervention model that requires the use of Instructional Assistants. There will be five assistants that will participate in instructional support for 6 hours a day and 1 hour per day in assisting with campus support (lunch / arrivals / dismissals). The School Principal and Campus Dean will identify the needs of each teacher based on data. Each classroom teacher will be given an instructional assistant for an average of 2.5 hours per day. This is computed by multiplying 5 assistant staff x 6 support hours and divided by the twelve teachers. Certain teachers might receive a greater emphasis of instructional supports based on ELL needs or other specifically identified needs. The founding principal utilized this exact division of time/emphasis at his previously school, which was an "A" rated, Title 1 charter school.

Figure C.3.2
Staffing Plan (Year 2)

Instructional Personnel	FTE	Non-Instructional Personnel	FTE
School Principal	1	Bookkeeper/Finance	1
Dean of Students	1	Student Registrar	1
Classroom Teachers	14	Clerical	2
Instructional Assistants	5		
Total	21	Total	4

In Year 3 Scholars Academy will serve 350 students in Kindergarten through eighth grade. There will be 25 students in each class of the classes. The school is centered upon a direct instruction teaching approach so each teacher will have a self-contained classroom for core subjects. The

Year 3 staffing plan accounts for appropriate levels of academic, family, and operational staffing required to serve the enrolled students. There will be 14 classroom teachers will two additional specials teachers.

The two specials teachers in year 3 will be a Physical Education teacher and a Fine Arts teacher. The total number of general education classes will be fourteen. Thus, each teacher will be required to teach seven of the classes per day. This will enable the specials teachers to utilize any remaining time in support of other academic objectives. The School Principal and Campus Dean will identify the best use of remaining time and this might involve providing additional intervention supports in the classrooms.

The school will adhere to an intervention model that requires the use of Instructional Assistants. There will be five assistants that will participate in instructional support for 6 hours a day and 1 hour per day in assisting with campus support (lunch / arrivals / dismissals). The School Principal and Campus Dean will identify the needs of each teacher based on data. Each classroom teacher will be given an instructional assistant for an average of 2.6 hours per day. This is computed by multiplying 6 assistant staff x 6 support hours and divided by the fourteen teachers. Certain teachers might receive a greater emphasis of instructional supports based on ELL needs or other specifically identified needs. The founding principal utilized this exact division of time/emphasis at his previously school, which was an "A" rated, Title 1 charter school.

**Figure C.3.3
Staffing Plan (Year 3)**

Instructional Personnel	FTE	Non-Instructional Personnel	FTE
School Principal	1	Bookkeeper/Finance	1
Dean of Students	1	Student Registrar	1
Classroom Teachers	16	Clerical	2
Instructional Assistants	6		
Total	24	Total	4

B. Recruitment, Hiring, and Training Plan

Scholars Academy will engage in a formalized process to recruit, hire, and train the most qualified and effective staff possible. All strategies include the best personnel practices in the fields of education, charter schools specifically, and including Ethos Academy.

Recruitment

The recruiting process begins by identifying specific positions for specific needs. Scholars Academy will not design positions for leaders but will recruit leaders for positions. The first step in this process is to create a job description that clearly identifies the values of Scholars Academy, the specific responsibilities of the position, and the general expectations of all staff.

Leadership will contact “human networks” such as peer leaders from other schools, established peer relationships within the education field (national and state), and trusted colleagues to identify possible candidates for a position. In addition, the job description will be posted in “media networks” that include newspapers, job-posting websites, the Arizona Department of Education employment link, and formal professional associations.

Special attention will be placed on identifying individuals that will have a passion for the local community served by Scholars Academy. This includes people that embrace diversity of all kinds and want to be agents of social justice to and with the local community. Interested candidates will respond to job openings with the same process, regardless of the position, and will be evaluated utilizing similar metrics.

Application Packet

All applicants must complete and submit an application packet that includes a hand-written employment application, a typed cover letter, and a typed resume. The Principal will vet the resume and qualify for advancement those resumes that align with the original job description.

Phone Screen

The appropriate school leader (School Principal or Dean) will contact the individuals deemed qualified for a specific position. These leaders will be trained, and follow a set rubric, to identify candidates that have a possible alignment with vision, mission, and values of school and baseline level of competency for a specific position. The person conducting the screening will make the decision to invite a minimum of three (assuming there are at least three qualified candidates) individuals to participate in a personal interview.

Personal Interview

All candidates will engage in a very strategic process specific to each job. Regardless of the position all interviewees will participate in the following steps:

- a. Foundational Interview – Candidate will answer questions related to the vision, mission, and values of Scholars Academy specifically. This interview will be conducted by the appropriate school leader and one or two additional staff that will have a direct working relationship with the eventual hire. (These staff will be trained on the process)
- b. Campus/Site Visit – Candidate will take part in a personalized tour of the campus or site and will have an opportunity to learn more about the school and ask questions.

- This step will be conducted by the team that provides the foundational interview. (These staff will be trained on the process)
- c. Scenario Specific Exercises – Candidate will answer questions based on possible scenarios that might be faced in the position. In addition, the candidate will engage in illustrating or modeling a level of competency related to the position. For example, a teacher will provide a short lesson and/or answer an email from an angry parent. Operational personnel might be asked to generate a communications piece or interpret a financial form. The interview team will be same as before. (These staff will be trained on the process)
 - d. Candidate Feedback – Candidate will be allowed ample time to ask additional questions or make observations.

Reference and Background Checks

The lead interviewer for a position will personally engage in contacting three phone references provided in the application packet. This will involve an assessment of the candidate's honesty regarding previous roles and responsibilities

Team Discussion and Decision

Scholars Academy will require all interview teams to meet at a later date, as permitted, to discuss at length the candidates and their potential alignment to the position applied for the school. Special emphasis will be placed on three qualifiers that align to the first three values of the school:

- Does the candidate possess character (personal integrity)? The team will try to determine to the best of their ability if the candidate exhibited any risks to engage in low-character behaviors.
- Does the candidate fit the school culture (positive relationships)? The team will discern the ability of the candidate to relate well with fellow staff and resolve conflicts peacefully. The determination will take into account potential relationships with all stakeholders.
- Does the candidate possess competency (professional standards)? The team will evaluate the tangible ability of the candidate to fulfill specific tasks. Teaching positions would require a candidate to manage a classroom, develop, and implement lesson plans, analyze data, and communicate with parents in a meaningful way.

Upon evaluating these three factors the team will make a decision to recommend a specific candidate for a specific position to the School Principal. If the School Principal is a member of the team this step is not required. However, the School Principal must present all Dean-level positions, including the Special Education providers, to the Board to verify the proper steps took place. Ideally, a board member will be a part of the interview team for all Dean-level positions. The School Principal will make the final decision for all hires.

Orientation

All staff will engage in a formalized orientation from acceptance of a position to their first day on the job. These steps align with the integrity-based, positive, and professional environment desired on the campus.

**Figure C.3.4
Orientation Timeline**

Action Step	Timeframe (Year 1)	Description
Employment Offer	Immediately Following Decision	Explains details of the job Provides details of pay/benefits <i>Contingent on fingerprint card</i>
Payroll/Tax Forms	July 10, 2020 (at the latest)	I-9 Employment form A-4 Arizona Employment form W-4 Employment form Direct Deposit
Signed Employee Handbook	July 10, 2020 (at the latest)	School policies and procedures Accurate contact information Explanation of benefits
“Foundations”	Summer Pre-Service (late July)	Vision, Mission, and Values Core Knowledge (Curriculum) Methods and Systems

Fingerprint Clearances

Scholars Academy will require fingerprint clearances pursuant to ARS 15-183.C.5. Due to the time required to obtain this clearance it will be the goal of key school leadership to start the recruiting and hiring process early to guarantee receipt of clearances before July of each year. If a candidate already has the proper clearance the hiring can extend further into the process.

“Summer Pre-Service” and “Foundations”

An important component to integrating staff into the culture of the school will be the Summer Pre-Service and Foundations training sessions. The Summer Pre-Service is one-two weeks of training for all staff, including non-instructional positions, before the start of each school year. This will be a time of training based on data and leadership observations from the previous year. In Year 1 this will include the establishment of data goals relative to standards. Teachers will be given staff wide training on key components of instruction and student achievement. In addition, the teachers will be placed into concentrated training sessions based on areas of growth established by the School Principal and the previous year’s individualized Professional Growth Plan (“PGP”). New teachers and staff will not have an existing PGP but will receive a new one that takes into account possible areas of growth recognized during the interview process. Time will be provided for teachers to setup their rooms in accordance to the school’s

standards but will provide opportunities for teachers to retain a level of autonomy to personalize their instruction to students.

Prior to every Summer Pre-Service the school will offer a school and network wide training for new staff called Foundations. It will introduce staff more formally to the Scholars Academy philosophy. Included in this training will be explanations of the vision, mission, and values of Scholars Academy. Additionally, it will include information on the local community, including existing partners, and our strategy to “enhance” the surrounding neighborhoods. All staff will engage in a thorough understanding of the values with a special concentration on “personal integrity”, “positive relationships”, and “professional standards.” Instructional staff will receive additional training on the school’s emphasis towards “data driven decisions”, “experiential learning”, and “servant leadership.” Finally, the Foundations class will illustrate the specific culture of the campus with a focus on how to communicate to all stakeholders in all situations. If a new staff member is hired mid-year they will receive an abbreviated version of this training and will be required to attend the formal three-day training in the summer. Staff members can be required to attend Foundations if their formal observations and evaluations reveal a misunderstanding of these key features of the school.

Professional Development

All staff, especially instructional, will receive three levels of professional development throughout the year. First, all teachers will participate in twelve school-wide trainings that take place on strategically scheduled Fridays (half-days for students). These trainings will focus heavily on data at the school wide level and continue to incorporate best practices into the school. The leadership will engage in a fluid system of analyzing the needs of the teachers. If a scheduled training is deemed less important than a newly identified need the School Principal and Deans will develop appropriate trainings. However, most of the trainings will have a defined focus.

Next, all staff will engage in Professional Learning Communities (“PLC”) that are focused on their grade levels specifically. These will take place *weekly* during a pre-scheduled prep that is in addition to their normal, daily prep times. Teachers will once again study and analyze data specific to their grade and classes. Teachers will use this time to update their class specific Continuous Improvement System, which is a student achievement tracking document, and individual Student Action Plans. In addition, the teachers will strategize the implementation of the Response to Intervention plan and apply to individual students. This scheduled time will be attended by the School Principal or the Dean as well. The Dean will provide coaching and mentoring as needed while giving support to the staff that ensures their time is effective and consistent. In some cases, multiple grade levels might meet to strategize long-term learning objectives and ensure a vertical alignment to each core subject.

Finally, all staff will participate in a continuous process of personal development that is identified formally in a Professional Growth Plan. An administrator will be assigned to staff in their specific areas and will work with them in establishing goals that are specific to each

person. However, all goals and coaching will be centered upon vision, mission, and values of the school.

Visitations, Observations, and Evaluations

The Governing Board has adopted a three tier system of engaging teachers in a classroom setting. Every other week a teacher will receive, and occasionally participate in, an informal visitation from the School Principal, the Dean, and/or other teachers. The purpose of this visit to obtain a consistent understanding of the culture that each teacher is developing in the individual classes, share best practices among peers, and develop a school-wide culture of transparency among all stakeholders in the school. The people visiting will provide a brief response in writing or in person that serves to encourage and support the teacher being visited. Training will be provided to those who respond to ensure the comments are geared towards it being a positive, proactive experience.

The School Principal will provide an observation, once per quarter, to every teacher. This will involve the observation of a complete lesson and will allow the observer to provide specific coaching and support to the teacher in preparation for the Evaluations. It will be in writing and will involve a visit with the teacher within two business days following the observation. Comments and suggestions will align directly with the rubric of the formal Evaluation. The purpose of these observations is to better prepare the teachers for the expectations of the forthcoming evaluations and to ensure the teachers align to the academic philosophy of the school. The observations will not be included in the rubric utilized to determine teacher effectiveness or ratings. In summary, teachers will receive four Observations every school year.

Teachers will receive a formal evaluation every semester. Monitoring and measuring educator effectiveness is a foundational component of the mission for Scholars Academy. The *Arizona Framework for Measuring Educator Effectiveness* will be the basis for all evaluations. Additional measurements will be added to ensure all educators are measured by metrics aligned directly to the vision, mission and values of Scholars Academy.

Teacher Classifications

Highly-Effective: “A highly effective teacher consistently exceeds expectations. This teacher’s students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.” Highly-Effective teachers are the standard upon which all other Scholars Academy instructors are measured. The exceptional leaders will be called upon to retain their level of performance while assisting the Dean of Students in a variety of informal and formal leadership endeavors.

Effective: “An effective teacher consistently meets expectations. This teacher’s students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as

determined by classroom observations as required by ARS §15-537." Scholars Academy will attempt to develop an Effective teacher to become a Highly-Effective teacher.

Developing: "A developing teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years." Teachers receiving a Developing rating will have a Performance Plan put into place with the intent of moving that teacher into a higher rating level.

Ineffective: "An ineffective teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537." Scholars Academy will not provide a contract renewal offer to teacher's receiving an Ineffective rating.

Framework Designations

Classroom-Level Data: Scholars Academy will designate 50%, the maximum percentage allowed, of teacher evaluation scores to classroom level data scores. This aligns with one of the school's primary values – Data Driven Instruction. The collection of this data will come from the following:

- State Administered Assessments – The Board and the School Principal will utilize any standardized state test that is adopted on an annual basis.
- Charter Network Assessments – The Northwest Evaluation Assessment (NWEA) and possibly Galileo for summative assessments. Scholars Academy will provide one of these tests on a quarterly basis and the results of this assessment will be utilized for educator evaluations.
- Scholars Academy Assessments – Additional summative and formative assessments will be provided on a continual, strategic basis for all students. The School Principal and the teachers will develop assessments as needed to ensure all students are measured on individual standards.
- Teaching Standards – Individual concepts will be monitored on a daily and weekly basis through pacing guides that strategically ensure all standards are taught in the classroom. Every teacher will utilize a Continuous Improvement System ("CIS") to monitor classes and specific standards. This spreadsheet will enable a teacher to identify students that are score below proficiency, obtain proficiency, or master specific standards. The SLO's will be formally monitored through this system and will comprise an additional component of Classroom-Level Data. These tools will be included in the formal evaluations to ensure methodologies, differentiated learning, and intervention techniques are properly in place to assist in student achievement.

Teaching Performance Rubric: The second half of educator measurements will be based upon a Board approved, School Principal developed rubric for teacher performance. This rubric will be based on national standards approved by the State Board of Education. Metrics will be organized according to the framework developed by the Interstate Teacher Assessment and Support Consortium (InTASC):

- Planning and Preparation – Measures knowledge of content, education pedagogy, knowledge of students, setting instructional outcomes, designing instructional coherency, and designing student assessments.
- Classroom Environment – Measures the establishment of a culture of learning, classroom procedures, student behavior and the organization of space.
- Professional Responsibilities – Measures family communication, accurate record keeping, modeling professionalism, and developing professionally.
- Instruction – Measures student communications, differentiated teaching methods, demonstration of flexibility to individual student needs and giving assessments.

All teachers will receive a pre-conference and a post-conference to complement the evaluation. The purpose of the pre-conference is to clearly articulate the expectations of the evaluator as it relates to the mission of the school. The post-conference will serve as a formal explanation of the scores and comments provided in the written evaluation that will be placed into the personnel file.

Board Based Evaluations

The Governing Board is responsible for formally evaluating the School Principal. In addition, the School Principal will formally evaluate the Dean(s) and manager level staff. The rubric for these positions will be established by the board and will align to the job descriptions of each position. Special attention will be placed on the ability for these leaders to carry out the implementation of the vision, mission, and values of the school.

The School Principal will have a formal evaluation that is tied to student achievement outcomes as identified by the state of Arizona. This rubric includes a 40% weighted score tied to these outcomes. In addition, the board will develop an additional set of metrics to address the other 60% of the final score. The board will select a committee to oversee the continued professional development of all four leaders to ensure they are engaging in the same process of other staff but aligned to their specific roles and responsibilities.

C. Staff Compensation / Benefits

Scholars Academy will be aggressive in compensating exceptional staff members in order to compete academically. The school will offer a retirement benefit (3% match) that is consistent with the industry standard in the region. All employees are encouraged to elect the maximum \$500 allowance for health insurance. Staff will be provided ten personal/discretionary days throughout the fiscal year. Details will be provided to staff in a handbook that will be made available several months before the start of the new school year.

C.4

Start Up Budget

C.4 Start-Up Budget Assumptions

Scholars Academy Sunnyslope developed a start-up budget, in effect from February 1, 2020 to July 31, 2020, based around the following budget assumptions. The startup salary positions will be for the three months of May, June, and July. In general, costs are absorbed and explained below for the same three months. However, there are efforts consistent with the timelines throughout the application that are based on the founding team offering volunteers hours up until the three months prior to the start of school. All distinctions in support of these details are provided.

Explanation of Start-Up Revenue

Start-Up revenue is based on startup funds received from Charter School Capital. All funds have been pre-approved and supporting documentation will be provided accordingly. The total available to the school is \$261,000. The founding team intentionally created a budget that did not utilize all of the funds in order to allow for unexpected expenses and/or realized costs that differ from the estimates provided.

Explanation of Expenses

Administration, Instruction, and Support (AIS) Expenditures

Salaries: School Principal

- Assumes a .25 full-time employee ("FTE") for the founding School Director at a sub-total of \$17,500 (based on full-year \$70,000) for three-months. Total salary assumes 12% required employer contributions for a total of \$19,600.
- Assumes School Principal and founder, Tim Boykin, has agreed to provide his services for free from the awarding of the charter until May. He will still be serving full-time and is still included in the employer insurance for six months.

Salaries: Clerical

- Assumes a .5 full-time employee ("FTE") for the founding School Director at a sub-total of \$11,000 (based on full-year \$22,000) for six-months. Total salary assumes 12% required employer contributions for a total of \$12,320.

Salaries: Operations Manager

- Assumes a .5 full-time employee ("FTE") for the founding School Principal at a sub-total of \$14,000 (based on full-year \$28,000) for six-months. Total salary assumes 12% required employer contributions for a total of \$15,680.

Employee Benefits

- Assumes no additional employee benefits will be offered. The 401(k) benefit will be made available to all employees during the first year and is reflected in the three-year budget.

Employee Insurance

- Assumes all employees elect the maximum \$500 monthly allowance (\$6000 annually) for health and dental insurance. Scholars Academy expects 3 FTE employees to claim this benefit for six months at a total of \$9,000. The allowances will be provided for all three designated staff. The School Principal will receive the allowance for three months (stipend) while volunteering his time. The Clerical and Office Manager positions will receive their allowance starting with their full-time employ.

Office Supplies (Paper, Postage, etc...)

- Assumes office and postage costs of \$3,000 for three months. Costs based on founding members experience with opening Ethos Academy. Estimates are considerably higher than the average monthly cost of the three-year budget due to an expected paper usage for initial families, enrollment, and startup documentation.

Instructional Consumables

- Assumes \$5,000 for instructional consumables related to the CKLA, Wonders, and My Math in order to successfully open the instructional model of the school. Costs based realized budgets for similar items at Ethos Academy. This estimate is intentionally higher than the three-year budget assumption and takes into account the expected purchase of consumables for ten classrooms.

Contracted Services (AIS)

- Assumes \$3,000 in contracted curriculum development services for pacing of curriculum and review of assessment materials. Costs based founding members experience startup phase at Ethos Academy. The founding decided to include this into the start-up budget so that other staff can have additional time to focus on tasks related to enrollment and the hiring of staff. The work performed by this person will still be under the supervision of the School Principal. The founding principal has obtained the services of a curriculum developer in the past at a rate of \$75/hour. This will result in the use of forty hours of this service.

- Assumes legal services with Deanna Rader at \$6,000 for 3 months at an average of \$250 per hour. Costs based on estimates from realized budgets at Ethos Academy and supported by estimates from Rader and Mayrose and St. John and Romero. The increased costs are due to an expectation of having legal experts provide greater oversight with regards to founding documents used by the school for the next decade or so.
- Assumes accounting services with Aspire Business Solutions at \$2,000 per month for three months at a sub-total of \$6,000. Costs based on estimates from company and taken into account the unique aspect of the startup phase. This includes payroll services that are also provided by the same company.

Curriculum and Resource Materials

- Assumes \$12,000 in student and teacher resources for Reading and Language Arts. Costs provided by CKLA, the curriculum provider, and assume costs required for 2 Kindergarten classes, 2 first grade classes, 2 second grade classes, and 1 third grade class.
- Assumes \$18,000 in student and teacher resources for My Math. Costs provided by McGraw Hill, the curriculum provider, and assume costs required for 2 Kindergarten classes, 2 first grade classes, 2 second grade classes, 1 third grade class, 1 fourth grade class, 1 fifth grade class, and 1 sixth grade class.
- Assumes \$5,000 in student and teacher resources for Science Fusion. Costs provided by Houghton Mifflin, the curriculum provider, and assume costs required for 1 fourth grade class, 1 fifth grade class, and 1 sixth grade class. CKLA materials provide the Science and Social Studies materials for grades K-3.
- Assumes \$5,000 in student and teacher resources for Wonders. Costs provided by McGraw Hill, the curriculum provider, and assume costs required for 1 fourth grade class, 1 fifth grade class, and 1 sixth grade class. CKLA materials provide the ELA materials for grades K-3.

SAIS Software

- Assumes the initial purchase of the SAIS software of \$12,000 and \$2,000 in training. Costs provided by School Master and confirmed by Ethos Academy.

Other Fees

- Assumes \$10 (\$2,500 total) per student fee annually for NWEA MAP. Costs based on estimates directly from the provider.

Operations and Maintenance (O&M) Expenditures

Supplies

- Assumes \$0 in operational supplies. Facility one option landlord is providing access to church copier and operational supplies are included into the three-month office lease mentioned below.

Marketing/Advertising

- Assumes \$30,000 in marketing and advertising materials. This includes \$10,000 in flyers based on realized budgets at Ethos Academy and quotes from local print shops. This includes \$10,000 in providing contracted canvassers to hand out flyers and meet families. This includes \$5,000 for the school website. This includes \$5,000 for printed materials, identified as marketing related, to be used during the enrollment plan provide in Section C.2. All costs will take place during the three months of May, June, and July.

Contracted Services

- Assumes \$0 in landscaping and janitorial costs as the school will employ a part-time custodian and the landscaping costs will be included in the facility leasing agreement as an expense to the landlord.

Building Rent/Lease/Loan

- Assumes \$1,000 per month for three months for temporary office space at the first facility option. This location is the church that will likely house the school. The landlord has been gracious enough to charge a flat fee that includes utilities and janitorial.

Building Improvements

- Assumes \$0 in costs for building improvement as these are the responsibility of the CSDC, the facility development company, and will be absorbed into the three-year budget costs for facilities and improvements.

Land Improvements

- Assumes \$0 in land improvement costs as these are the responsibility of the landlord. Assumes initial improvements, if required, are already built into the Projected Facility Costs.

Fees/Permits

- Assumes \$0 in fees and permit costs as these are the responsibility of the landlord. Assumes initial fees and permits, if required, are already built into the Projected Facility Costs.

Property/Casualty/Liability Insurance

- Assumes \$2,700 for all insurance costs for three months leading up to the start of the first school year. Estimates provided by the Arizona Group and are prorated for the months of May, June, and July 2020.
- Assumes workers' compensation insurance at \$300 for three months. Costs provided by estimates from Ethos Academy.
- Assumes all insurance costs are included in the Liability Insurance line item.
- Total estimated cost = \$3,000.

Utilities (Electric, Gas, Water, Waste)

- Assumes \$0 in utilities. The landlord has included this cost into the three-month temporary rental of office space on site.

Phone/Communications/Internet Connectivity

- Assumes \$900 for three months of phone (\$300) and internet (\$600). The provider estimates were provided by Cox Communications and Verizon. Staff will initially use their personal cell phones during this phase to compliment the use of an established land line for enrollment. Startup costs for this section are lower per month, compared to the three-year budget, due to lower usage by staff. This was confirmed by both providers via estimates.

Student Furniture and Other Equipment

- Assumes \$20,000 (\$2,000 x 10 classrooms) to provide desks and chairs in advance of the school year starting for students specifically. Costs provided by Arizona Furnishings and include 30 desks and 30 chairs per classroom. Desk and chair combos will have an average cost of \$50. Each classroom will provide 30, despite an enrollment of 25, to account for intervention space and wear and tear throughout the year.
- Assumes \$5,000 for ten desks, ten chairs, and ten filing cabinets for teachers specifically. Cost estimates determined by Office Depot.

Office Furniture and Other Equipment

- Assumes \$6,000 for six desks, six chairs, and six filing cabinets for office personnel and contracted providers. Cost estimates determined by Office Depot.

Student Technology Equipment

- Assumes \$300 each for 80 student Chromebooks. The infrastructure costs for Wi-Fi will be included in the improvements provided by CSDC.
- Assumes \$2,000 for 5 projectors/screen combos to be shared among ten teachers. Costs based on estimates provided by CSN360.
- Total estimated cost is \$34,000.

Office Technology Equipment

- Assumes \$16,800 in computers for the startup staff and the year 1 staff. This assumes \$800 per all staff, including teachers and aides, at a total of 21. Costs provided by Paragon Micro and based on realized budgets at Ethos Academy.

Other Leases (Security/Copiers)

- Assumes \$3,000 in copier costs for the first 3 months at an average of \$1,000 per month. Costs provided by estimates provided by Pacific Office Automation. The cost during the startup phase has a lower monthly cost due to the small staff size relative to school year. Estimates from provider take into account this dynamic.

C.4 Start-Up Budget

	A	B	C	D	E	F	G
1	C.4 Start-Up Budget						
2	Applicant Name: Scholars Academy Sunnyslope						
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				\$ 261,000.00		
8	Secured Funds - Other						
9	Total Start-up Revenue				\$261,000.00		
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	School Principal	0.25	\$ 70,000.00	\$ 2,100.00	\$ 19,600.00	May 2020 - July 2020	
14	Teacher-Regular Education						
15	Teacher-Special Education						
16	Clerical	0.50	\$ 22,000.00	\$ 1,320.00	\$ 12,320.00	Feb 2020 - July 2020	
17	Bookkeeper/Finance						
18	Custodial/Maintenance						
19	Operations Manager	0.50	\$ 28,000.00	\$ 1,680.00	\$ 15,680.00	Feb. 2020 - July 2020	
20	Employee Benefits						
21	Employee Insurance (if providing)				\$ 9,000.00	May 2020 - July 2020	
22	Office Supplies (Paper, Postage, etc.)				\$ 3,000.00	May 2020 - July 2020	
23	Instructional Consumables				\$ 5,000.00	May 2020 - July 2020	
24	Membership Dues, Registrations, & Travel						
25	Contracted Services: AIS				\$ 15,000.00	May 2020 - July 2020	
26	Contracted Services: Special Education						
27	Curriculum & Resource Materials				\$ 40,000.00	May 2020 - July 2020	
28	Library Resources/Software						
29	SIS Software				\$ 14,000.00	May 2020 - July 2020	
30	Other				\$ 2,500.00		
31	Total Administration, Instruction, & Support				\$ 136,100.00		
32					Timeframe for Acquisition		
33	Operations & Maintenance (O&M) EXPENDITURES (add lines as necessary)				Total \$		
34	Supplies						
35	Marketing/Advertising				\$ 30,000.00	May 2020 - July 2020	

Approved DATE

C.4 Start-Up Budget

	A	B	C	D	E	F	G
36	Contracted Services: O&M						
37	Building Rent/Lease/Loan				\$ 3,000.00	May 2020 - July 2020	
38	Building & Improvements						
39	Land & Improvements						
40	Fees/Permits						
41	Property/Casualty Insurance						
42	Liability Insurance				\$ 3,000.00	May 2020 - July 2020	
43	Utilities (Electric, Gas, Water, Waste)						
44	Phone/Communications/Internet Connectivity				\$ 900.00	May 2020 - July 2020	
45	Student Furniture & Equipment				\$ 25,000.00	May 2020 - July 2020	
46	Office Furniture & Equipment				\$ 6,000.00	May 2020 - July 2020	
47	Student Technology Equipment				\$ 34,000.00	May 2020 - July 2020	
48	Office Technology Equipment				\$ 16,800.00	May 2020 - July 2020	
49	Other Leases (Security, Copiers, etc.)				\$ 3,000.00	May 2020 - July 2020	
50	Loan Repayment						
51	Other						
52	Total Operations & Maintenance				\$ 121,700.00		
53	Total Expenditures				\$ 257,800.00		
54							
55	Total Start-up Revenues				\$ 261,000.00		
56							
57	Budget Balance (= Revenues - Expenditures)				\$ 3,200.00		

Approved DATE

C.5

Three Year Operational Budget

C.5 Three Year Operational Budget Assumptions

Scholars Academy Sunnyslope used the assumptions listed below to create a three-year budget.

Explanation of Revenue

State equalization funding is based around the following grade-level target enrollments for the first three years of operation.

Grade Level	Year 1	Year 2	Year 3
K	50	50	50
1 st	50	50	50
2 nd	50	50	50
3 rd	25	50	50
4 th	25	25	50
5 th	25	25	25
6 th	25	25	25
7 th	n/a	25	25
8 th	n/a	n/a	25
Total	250	300	350

Table C.5.1: Grade-Level Enrollment

Although the above in Table C.5.1 are the grade-level full enrollments for years 1-3, the budget is based on 90% of students, an assumption used to provide conservative budgeting projections.

The below Table C.5.2 details the conservative enrollment estimates used in the operational budget revenue assumptions.

Grade Level	Year 1	Year 2	Year 3
K	45	45	45
1 st	45	45	45
2 nd	45	45	45
3 rd	22.5	45	45
4 th	22.5	22.5	45

5th	22.5	22.5	22.5
6th	22.5	22.5	22.5
7th	n/a	22.5	22.5
8th	n/a	n/a	22.5
Total	225	270	315

Table C.5.2: Conservative 90% Enrollment Estimates

State equalization funding will be considered the sole source of revenue for the sake of the budget. It is anticipated that 13% of all students will receive special education services and at least 20% of all students will receive ELL services. However, the founding team is excluding these possible revenue sources in order to present a more conservative and viable budget.

The founders of Scholars Academy have had great success, with past schools, in providing a class size that is no larger than 25:1. Regardless of interventions, the school believes this is an optimal size to ensure the academic plan is provided at a high level. Therefore, the enrollment targets provided throughout the application reflect this class size. Grades that list 50 students are assumed to have two classes with each class having 25 students. Grades that list 25 students are assumed to have one class with 25 students. The budgets provided throughout the application reflect a conservative estimate of 90% enrollment. Thus, the budget reflects an enrollment equal to 22.5 students per class and an enrollment target of 25.

In year 1 specifically the maximum projected total enrollment will be 250 and the minimum projected total (90% of enrollment accounts for attrition) will be 225 students. The targets were identified using empirical data from the launching and successful operation of a similar charter school that serves a similar demographic.

In year 2 specifically the maximum projected total enrollment will be 300 and the minimum projected total (90% of enrollment accounts for attrition) will be 270 students. The targets were identified using empirical data from the launching and successful operation of a similar charter school that serves a similar demographic.

In year 3 specifically the maximum projected total enrollment will be 350 and the minimum projected total (90% of enrollment accounts for attrition) will be 315 students. The targets were identified using empirical data from the launching and successful operation of a similar charter school that serves a similar demographic.

Explanation of Expenses

Administration, Instruction & Support (AIS) Expenditures

Salaries

Director/Principal

- Assumes 1 full-time employee (“FTE”) for the Principal at an annual salary of \$62,000 in Year 1. Total salary assumes a 12% required employer contribution for a total of \$69,440.
- Assumes 1 full-time employee (“FTE”) for the Principal at annual salary of \$68,000 in Year 2. Total salary assumes a 12% required employer contribution for a total of \$76,160.
- Assumes 1 full-time employee (“FTE”) for the Principal at an annual salary of \$74,000 in Year 3. Total salary assumes a 12% required employer contribution for a total of \$82,880.
- Throughout this document, the salaries and required employer contribution rate are based on data from similar charter schools in the area that include Ethos Academy. The founding principal recognizes the need for a viable budget requires a lower salary in the school’s first few years. This salary is still consistent with local charter schools per Aspire Business Solutions.

Teacher-Regular Education

- Assumes 11 full-time employees (“FTE”) for Regular Education Teachers at an average annual salary of \$43,000 in Year 1. Total salary assumes a 12% required employer contribution for a total of \$529,760.
- Assumes 14 full-time employees (“FTE”) for Regular Education Teachers at an average annual salary of \$44,000 in Year 2. Total salary assumes a 12% required employer contribution for a total of \$689,920.
- Assumes 16 full-time employees (“FTE”) for Regular Education Teachers at an average annual salary of \$45,000 in Year 3. Total salary assumes a 12% required employer contribution for a total of \$806,400.
- The costs assumed in this line item were verified by Aspire Business Solutions and are consistent with schools hiring qualified staff members. Costs take into account the existing teacher shortage that exists in Arizona and the need to be competitive.

Instructional Assistants

- Assumes 4 full-time employees (“FTE”) for Regular Education Instructional Assistants at an average annual salary of \$18,000 in Year 1. Total salary assumes a 12% required employer contribution for a total of \$80,640.
- Assumes 5 full-time employees (“FTE”) for Regular Education Instructional Assistants at an average annual salary of \$20,000 in Year 2. Total salary assumes a 12% required employer contribution for a total of \$112,000.
- Assumes 6 full-time employees (“FTE”) for Regular Education Instructional Assistants at an average annual salary of \$22,000 in Year 3. Total salary assumes a 12% required employer contribution for a total of \$147,840.
- Costs verified by Aspire Business Solutions as consistent with other charter schools when taking into account the school calendar and seven-hour work day.

Clerical

- Assumes 2 full-time employees (“FTE”) for Clerical positions at an average annual salary of \$22,000 in Year 1. Total salary assumes a 12% required employer contribution for a total of \$49,280.
- Assumes 2 full-time employees (“FTE”) for Clerical positions at an average annual salary of \$23,000 in Year 2. Total salary assumes a 12% required employer contribution for a total of \$51,520.
- Assumes 2 full-time employees (“FTE”) for Clerical positions at an average annual salary of \$24,000 in Year 3. Total salary assumes a 12% required employer contribution for a total of \$53,760.

Operations Manager

- Assumes 1 full-time employee (“FTE”) for an Operations Manager position at an annual salary of \$28,000 in Year 1. Total salary assumes a 12% required employer contribution for a total of \$31,360.
- Assumes 1 full-time employee (“FTE”) for an Operations Manager position at an annual salary of \$30,000 in Year 2. Total salary assumes a 12% required employer contribution for a total of \$33,600.
- Assumes 1 full-time employee (“FTE”) for an Operations Manager position at an annual salary of \$32,000 in Year 3. Total salary assumes a 12% required employer contribution for a total of \$35,840.

Campus Dean

- Assumes 1 full-time employee (“FTE”) for a Campus Dean position at an annual salary of \$50,000 in Year 1. Total salary assumes a 12% required employer contribution for a total of \$56,000.
- Assumes 1 full-time employee (“FTE”) for a Campus Dean position at an annual salary of \$55,000 in Year 2. Total salary assumes a 12% required employer contribution for a total of \$61,600.
- Assumes 1 full-time employee (“FTE”) for a Campus Dean position at an annual salary of \$60,000 in Year 3. Total salary assumes a 12% required employer contribution for a total of \$67,200.

Student Registrar

- Assumes 1 full-time employee (“FTE”) for a Student Registrar position at an annual salary of \$28,000 in Year 1. Total salary assumes a 12% required employer contribution for a total of \$31,360.
- Assumes 1 full-time employee (“FTE”) for a Student Registrar position at an annual salary of \$30,000 in Year 2. Total salary assumes a 12% required employer contribution for a total of \$33,600.

- Assumes 1 full-time employee (“FTE”) for a Student Registrar position at an annual salary of \$32,000 in Year 3. Total salary assumes a 12% required employer contribution for a total of \$35,840.

Employee Benefits

- Assumes all employees elect the maximum 3% employer contribution. In year 1 the total is \$25,435.20, in Year 2 the total is \$31,752.00, and in year 3 the total is \$36,892.80.

Employee Insurance

- Assumes all employees elect the maximum \$450 monthly allowance for health and dental insurance. In year 1 the total is \$113,400, in Year 2 the total is \$135,000 and in year 3 the total is \$151,200.

Office Supplies

- Assumes \$400/month in year 1 for a total of \$4,800, \$500/month in year 2 for a total of \$6,000, and \$600/month in year 3 for a total of \$7,200. Costs based on data from similar charter schools in the area that include Ethos Academy.

Instructional Consumables

- Assumes \$400/month in year 1 for a total of \$4,800, \$500/month in year 2 for a total of \$6,000, and \$600/month in year 3 for a total of \$7,200. Costs based on data from similar charter schools in the area that include Ethos Academy.

Membership Dues and Travel

- Assumes \$3,000/year for dues to cover online access to Reading and Math resources. Costs based on estimates provided by reps from Wonders and My Math.

Contracted Services (SIS)

- Assumes legal services with Rader Mayrose at \$250 per hour for 20 hours per year for a sub-total of \$5,000 each year.
- Assumes accounting services with Aspire Business Services at a flat rate of \$2,000 per month for a sub-total of \$24,000 each year.
- Assumes substitute teacher services at \$150 per day for an estimate of 60 days per year for an annual sub-total of \$9,000 each year
- Costs based on similar realized budgets at other charter schools that include Ethos Academy.

Contracted Services (Special Education)

- Assumes 13% of students (29 in year 1, 35 in year 2, and 41 in year 3) will be in need of special education services at the cost of \$2,000 per special education student per year for a total of \$58,000 in year 1, \$70,000 in year 2, and \$82,000 in year 3.
- Assumes the rate per student includes students receiving speech related services, occupational therapy, and physical therapy. Costs based on estimates provided by the service provider STEPS and the student percentage was verified by Aspire Business Solutions.

Curriculum & Resource Materials and Instructional Consumables

- Assumes first year resources will be purchased in the start-up phase. The replacement of consumable materials and two new classes per year will be purchased in June of each year.
- Assumes the expense each year will be \$10,000 and costs are based on estimates provided by CKLA, Wonders, My Math and Science Fusion. Additionally, all estimates were matched with the realized budgets of Ethos Academy since it operates using the same curriculum.

Library Resources & Software

- Assumes \$0 in library resources and software, as books for both classroom and school-wide libraries will be free, open source, and online. This assumption was verified by Aspire Business Solutions. Additionally, the school intends to develop classroom based libraries each year that are supported by its participation in the Scholastic Book Clubs and donations from community partners. The founding principal successfully developed a cadre of reading resources for students using this method with no adverse impact on academic achievement. This approach has and will be made possible by the use of digital, free resources found in the curriculum being used and free educational websites.

SAIS Software

- Assumes SAIS software maintenance costs of \$10,000 per year. Costs were provided by estimates from Schoolmaster. Additionally, all estimates were matched with the realized budgets of Ethos Academy since it operates using the same software. Assumptions were verified by Aspire Business Solutions as a safe average for the size of the proposed school. Costs include student use fees and implementation costs.

Auditor Fees

- Assumes auditor fees of \$10,000 per year in Year 2 and Year 3. This cost was provided by estimates from Aspire Business Solutions.

Other

- Assumes NWEA MAP Assessment costs of \$10 per student each year at the budget enrollments of 225, 270, and 315 in year 1-3. The total cost is \$2,250 in year 1, \$2,700 in year 2, and \$3,150 in year 3. Costs provided directly by NWEA.

Operations & Maintenance (O&M) Expenditures

Supplies

- Assumes janitorial supply costs of \$500 per month each year for an annual expense of \$6,000. Costs based on realized budgets from Ethos Academy.

Marketing & Advertising

- Assumes \$3,000 per year in marketing materials. Costs based on realized budgets from Ethos Academy with regards to flyers specifically.

Contracted Services - O&M

- Assumes contracted janitorial services at \$1,500 per month for 10 months for a total of \$15,000 in Years 1-3. Costs based on estimates from Unlimited Services.

Building Rent/Lease/Loan, Land & Improvements, Fees/Permits

- Assumes lease improvement expense of \$12,000 per month or \$144,000 per year. Cost based on estimates provided by Charter School Development Corporation.
- Assumes campus rental fees of \$3,000 per month or \$36,000 per year. Cost based on average estimates provided by churches/landlords listed in the facility section.
- The total annual estimates are \$180,000 per year for all three years.

Building & Improvements

- Assumes \$10,000 in upgrades per year that take into account enrollment growth. Estimates provided by the Charter School Development Corporation.

Liability Insurance, Property/Casualty Insurance

- Assumes \$20,000 for general liability insurance, umbrella insurance, and student accident insurance in Year 1.
- Assumes \$25,000 for general liability insurance, umbrella insurance, and student accident insurance in Year 2.
- Assumes \$30,000 for general liability insurance, umbrella insurance, and student accident insurance in Year 3.
- These cost assumptions were based on realized budgets from Ethos Academy and estimates provided by the Arizona Group.
- Assumes \$6,000 per year in Directors and Officers insurance. Quote is from the Arizona Group which works with Scholars Academy.

Utilities

- Assumes cost of electric services, water, and waste disposal for \$18,000 per year. Costs based on realized budgets from Ethos Academy since it operates a facility that is a similar size and serves a similar number of students.

Phone/Communications/Internet Connectivity

- Assumes \$15,000 in year 1, \$15,000 in year 2, and \$15,000 in year 3 for telephone and internet connectivity. Cost is based on phone and internet connectivity costs at Ethos Academy.

Transportation

- Assumes \$31,500 in year 1 to provide 2 daily morning/afternoon van routes.
- Assumes \$55,800 in year 2 to provide 1 daily morning/afternoon bus route.
- Assumes \$61,200 in year 3 to provide 1 daily morning/afternoon bus route.
- Assumes \$2,000 per year to provide 15 field trips.
- Costs based on quotes from Event Source Transportation. The company has agreed to provide multiple van routes in the first year that are the equivalent of a small bus route. In year 2 the school will convert to a single bus route. Both options have no impact on the logistics of transporting kids in a reasonable time before and after school. In year 3 the price will increase due to increased enrollment and the corresponding increase in stops.

Food Service

- Assumes \$1500 in food service costs per month for a total of \$18,000 per year; assumes cost will be offset based on participation in the National School Lunch Program and Breakfast Program and the use of existing staff to assist with administering the service. Costs and assumptions were verified by Aspire Business Solutions and matched against similar charter schools.

Student Furniture & Other Equipment

- Assumes \$3,000 per year to furnish two additional classrooms per year. Student desks (\$50 x 60 students = \$3,000) are based on an average of 30 students per room.
- Assumes \$1,000 per year to furnish two teacher desks, two filing cabinets, and two chairs.
- Total estimate is \$4,000.
- Each classroom will provide 30 desks and chairs to account for intervention space and the wear and tear throughout the year. The school is budgeting only 25 students per classroom.

Office Furniture & Other Equipment

- Assumes \$2,000 for two desks, two chairs, and two filing cabinets to be purchased in June each year for the forthcoming school years. Costs determined from estimates with Office Depot.

Student Technology Equipment

- Assumes the majority of student technology was purchased in the startup phase.
- Assumes \$300 each for 25 new Chromebooks per year for a sub-total of \$7,500. Costs based on estimates from Paragon Micro.
- Assumes \$2,000 for two projector/screen combos per year and costs are based on estimates from CSN360.

Office Technology Equipment

- Assumes \$1,000 for server maintenance in Years 1-3. Cost assumption comes from Compass Network Solutions, LLC.
- Assumes \$300 each for 2 new Chromebooks per for a sub-total of \$600. Costs based on estimates from Paragon Micro.

Other Leases (Security, Copiers, etc.)

- Assumes \$1,400 per month for one copier in Year 1 for a total of \$16,800. Assumes a 20% growth in usage fees in years 2 and 3 for costs of \$18,840 and \$20,328, respectively. Cost assumption was based on realized budgets from Ethos Academy.

Loan Repayment

- Assumes \$1,500 / month in year 1 for a total of \$18,000.
- Assumes \$3,000 / month in year 2 for a total of \$36,000.
- Assumes \$5,000 / month in year 3 for a total of \$60,000.
- All assumptions for payback terms were provided by Charter School Capital. Final payoff of the loan will be completed in year 5 per CSC.

C.5 Three Year Operational Plan

Applicant Name: Scholars Academy Sunnyslope

Provide Assumptions by Line												
First Year				Second Year				Third Year				
STUDENT COUNT (at full enrollment)			250.00				\$ 300.00					350.00
Number of Students (Budget based on)			225.00				\$ 270.00					315.00
% of Full Enrollment Budget Based On			90.00%				90.00%					90.00%
CARRYOVER (Balance from Start-Up Budget in year 1 or previous year)												
REVENUE				\$ Amount				\$ Amount				\$ Amount
State Funding (Equalization Assistance)			\$ 1,500,763.00				\$ 1,815,663.00					\$ 2,118,227.00
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other												
Total Revenue			\$ 1,500,763.00				\$ 1,815,663.00					\$ 2,118,227.00
Administration, Instruction, & Support (AIS) EXPENDITURES	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total
(add lines as necessary)												
Salaries												
School Principal	1.00	\$ 62,000.00	\$ 7,440.00	\$ 69,440.00	1.00	\$ 68,000.00	\$ 8,160.00	\$ 76,160.00	1.00	\$ 74,000.00	\$ 8,880.00	\$ 82,880.00
Teacher-Regular Education	11.00	\$ 43,000.00	\$ 56,760.00	\$ 529,760.00	14.00	\$ 44,000.00	\$ 73,920.00	\$ 689,920.00	16.00	\$ 45,000.00	\$ 86,400.00	\$ 806,400.00
Teacher-Special Education												
Instructional Assistants-Regular Education	4.00	\$ 18,000.00	\$ 8,640.00	\$ 80,640.00	5.00	\$ 20,000.00	\$ 12,000.00	\$ 112,000.00	6.00	\$ 22,000.00	\$ 15,840.00	\$ 147,840.00
Instructional Assistants-Special Education												
Clerical	2.00	\$ 22,000.00	\$ 5,280.00	\$ 49,280.00	2.00	\$ 23,000.00	\$ 5,520.00	\$ 51,520.00	2.00	\$ 24,000.00	\$ 5,760.00	\$ 53,760.00
Operations Manager	1.00	\$ 28,000.00	\$ 3,360.00	\$ 31,360.00	1.00	\$ 30,000.00	\$ 3,600.00	\$ 33,600.00	1.00	\$ 32,000.00	\$ 3,840.00	\$ 35,840.00
Other												
Campus Dean	1.00	\$ 50,000.00	\$ 6,000.00	\$ 56,000.00	1.00	\$ 55,000.00	\$ 6,600.00	\$ 61,600.00	1.00	\$ 60,000.00	\$ 7,200.00	\$ 67,200.00
Student Registrar	1.00	\$ 28,000.00	\$ 3,360.00	\$ 31,360.00	1.00	\$ 30,000.00	\$ 3,600.00	\$ 33,600.00	1.00	\$ 32,000.00	\$ 3,840.00	\$ 35,840.00
Employee Benefits				\$ 25,435.20				\$ 31,752.00				\$ 36,892.80
Employee Insurance (if applicable)				\$ 113,400.00				\$ 135,000.00				\$ 151,200.00
Office Supplies (Paper, Postage, etc.)				\$ 4,800.00				\$ 6,000.00				\$ 7,200.00
Instructional Consumables				\$ 4,800.00				\$ 6,000.00				\$ 7,200.00
Membership Dues, Registrations, & Travel				\$ 3,000.00				\$ 3,000.00				\$ 3,000.00
Contracted Services (SIS)				\$ 38,000.00				\$ 38,000.00				\$ 38,000.00
Contracted Services (Special Education)				\$ 58,000.00				\$ 70,000.00				\$ 82,000.00
Curriculum & Resource Materials				\$ 10,000.00				\$ 10,000.00				\$ 10,000.00
Library Resources/Software												
SIS Software				\$ 10,000.00				\$ 10,000.00				\$ 10,000.00
Auditor Fees								\$ 10,000.00				\$ 10,000.00
Other				\$ 2,250.00				\$ 2,700.00				\$ 3,150.00
Total Administration, Instruction, & Support				\$ 1,117,525.20				\$ 1,380,852.00				\$ 1,588,402.80
Operations & Maintenance (O&M) EXPENDITURES				Total				Total				Total
(add lines as necessary)												
Supplies				\$ 6,000.00				\$ 6,000.00				\$ 6,000.00
Marketing/Advertising				\$ 3,000.00				\$ 3,000.00				\$ 3,000.00
Contracted Services - O&M				\$ 15,000.00				\$ 15,000.00				\$ 15,000.00
Building Rent/Lease/Loan				\$ 180,000.00				\$ 180,000.00				\$ 180,000.00
Building & Improvements				\$ 10,000.00				\$ 10,000.00				\$ 10,000.00
Land & Improvements												
Fees/Permits												
Property/Casualty Insurance				\$ 20,000.00				\$ 25,000.00				\$ 30,000.00
Liability Insurance				\$ 6,000.00				\$ 6,000.00				\$ 6,000.00
Utilities (Electric, Gas, Water, Waste)				\$ 18,000.00				\$ 18,000.00				\$ 18,000.00
Phone/Communications/Internet Connectivity				\$ 15,000.00				\$ 15,000.00				\$ 15,000.00
Transportation				\$ 33,500.00				\$ 57,800.00				\$ 63,200.00

Food Service			\$ 18,000.00			\$ 18,000.00				\$ 18,000.00
Student Furniture & Other Equipment			\$ 4,000.00			\$ 4,000.00				\$ 4,000.00
Office Furniture & Other Equipment			\$ 2,000.00			\$ 2,000.00				\$ 2,000.00
Student Technology Equipment			\$ 9,500.00			\$ 9,500.00				\$ 9,500.00
Office Technology Equipment			\$ 1,600.00			\$ 1,600.00				\$ 1,600.00
Other Leases (Security, Copiers, etc.)			\$ 16,800.00			\$ 18,840.00				\$ 20,328.00
Loan Repayment			\$ 18,000.00			\$ 36,000.00				\$ 60,000.00
Other						\$				\$
Total Operations & Maintenance			\$ 376,400.00			\$ 425,740.00				\$ 461,628.00
Total Expenditures			\$ 1,493,925.20			\$ 1,806,592.00				\$ 2,050,030.80
Total Revenues			\$ 1,500,763.00			\$ 1,815,663.00				\$ 2,118,227.00
Budget Balance (=Revenues-Expenditures)			\$ 6,837.80			\$ 9,071.00				\$ 68,196.20

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
	45	45	45
Grades 1-3	112	135	135
Grades 4-8	68	90	135
Grades 9-12			
Total	225	270	315
B. Will you have a 200 Day Calendar?	No	No	No

C. Enter Estimated Student Count Add-On Numbers*

Hearing Impairment		
ELL (English Learners)		
MD-R, A-R, and SID-R		
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		
Visual Impairment		

D. Estimated Equalization Revenue \$ 1,500,763 \$ 1,815,663 \$ 2,118,227

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, enter 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.

**Authorized
Representative and
Charter Principal
Resumes**

Elaine Baldridge



Work Experience

1973 – Present
Phoenix, Arizona

Foundation for Blind Children

- Director of Program Legacy
 - Support fundraising efforts for school-wide projects
 - Maintain contact with former stakeholders of the company
 - Engage supporters in financial estate planning
- Director of Program Services
 - Responsible for Children and Family Services (Birth to Adult)
 - Provide Itinerant Services for all participants
 - Oversee the Preschool Services
- Family Counselor
 - Responsible for family and student group homes
 - Schedule family counseling services
 - Provide home visits to families and their children

Volunteer Experience

2013 – Present
Phoenix, Arizona

- Board Member
- Secretary of the Board
- Finance Sub-Committee
- Superintendent Search Committee

Governor's Board for ASSDB

1970 – Present
Phoenix, Arizona

- Youth group counselor
- Missions and outreach coordinator
- Chairman of local ministry services
- Women's ministry team coordinator
- Nursery volunteer coordinator

Trinity United Methodist Church

Education

1965

Arizona State University

BA Sociology

1970

Arizona State University

MA Education

Timothy Ray Boykin



Education / Certification

M.ED – School Leadership, Northern Arizona University, Flagstaff, Arizona (Pending)
B.S. – Sociology, Northern Arizona University, Flagstaff, Arizona (1998)

Leadership Experience

Founding Director, Ethos Academy, Glendale, Arizona, March 2014 - Present

- Oversight of the entire startup of a charter school.
- Develop and ensure proper execution of the academic plan.
- Supervise development of family and community departments.
- Oversight of the operations department with a focus on finance and compliance.

Fellow, Team CFA, Phoenix, Arizona, April 2013-July 2015

- Develop schools aligned with charter network vision.
- Write CSP grants in support of student-specific academic objectives.
- Meet with community leaders regarding social partnerships.

Assistant Director, Ridgeline Academy, Phoenix, AZ, June 2013-Present

- Oversee implementation of Curriculum and Instruction plans.
- Coordinate Professional Development for all staff.
- Assist families in the capacity of Dean of Students.

Director of Christian Education, UMC, Arizona and Pennsylvania, 1998-2007

- Managed a staff of five paid interns and twenty volunteers.
- Wrote curriculum and domain maps for weekly programs.

Teaching Experience

Upper Elementary School Teacher, Happy Valley School, Peoria, Arizona, 2007-2013

- Taught self-contained fourth and fifth grade classes.
- Aligned curriculum with newly implemented Common Core standards.

Additional Training / Professional Development

Instructional Rounds, Arizona Department of Education, 2015.

“Urban School Leaders” Harvard University Summer Conference, 2014.

“The Last Frontier!” Grant Study Recipient, National Endowment for Humanities, 2011.

Space Educator, Honeywell-NASA Space Educator Grant, Huntsville, Alabama, 2011.

Professional Affiliations

Fellow, Arizona Charter Association, Arizona, May 2013-July 2015

- Participate in national visits to excelling, urban charter schools.
- Engage in “best practices” training in advance of applying for a charter school.

JASON ROMERO

OVERVIEW

I am an attorney with nearly a decade of experience representing businesses and individuals in the areas of commercial and consumer bankruptcy, Federal Employer Liability Act litigation, civil litigation and contract disputes, personal injury and trademark litigation. My practice focuses on the areas of bankruptcy and litigation, and the juxtaposition of those two disciplines. In my bankruptcy practice, I have represented debtors, trustees, secured and unsecured creditors, and creditor committees in nearly every aspect of Chapter 7, Chapter 11 and Chapter 13 bankruptcy cases. I have also assisted individuals and small businesses in workouts of their debt obligations outside of bankruptcy.

As a civil litigator, I have represented individuals and businesses in a broad range of commercial litigation matters, including contract disputes, employment disputes, lawyer disciplinary proceedings, shareholder disputes, business dissolution, lien enforcement, unfair trade practices claims, and trademark disputes before the Trademark Trial and Appeal Board. My litigation practice has also focused on representing individuals who have suffered significant injuries as a result of another's negligence, including representing railroad employees injured in the course of their employment.

EXPERIENCE

St. John & Romero, PLLC
Founding Partner

Mesa, Arizona
November 2013 – Present

Law Office of Jason J. Romero
Owner

Mesa, Arizona
January 2013 – October 2013

Osborn Maledon
Partner
Associate

Phoenix, Arizona
November 2010 – December 2012
October 2005 – October 2010

Arizona Supreme Court
Law Clerk to Chief Justice Ruth V. McGregor

Phoenix, Arizona
August 2004 – August 2005

ADMISSIONS

State Bar of Arizona, 023429
U.S. Court of Appeals for the Ninth Circuit
U.S. District Court, District of Arizona
U.S. Bankruptcy Court, District of Arizona
*California State Court (*pro hac vice*)

JASON ROMERO

ACTIVITIES AND AWARDS

American Bar Association, Member (2006 – Present)
Arizona Trial Lawyers Association, Member (2010 – Present)
District of Arizona Bankruptcy Pro Bono Panel (2012 – Present)
Federal Bar Association, Member (2005 – 2012)
American Bankruptcy Institute, Member (2006 – 2013)
State Bar of Arizona Bankruptcy Section Convention Program Committee (2008, 2012)
Lincoln Heights Christian Church, Elder Board (2010 – 2013); Chairman (2013)
Arizona Foundation for Legal Services & Education, “We the People” Judge (2007, 2008, 2010)
Arizona Foundation for Legal Services & Education, “Connecting With Classrooms” Volunteer
Presenter (2006 – Present)
Christian Legal Aid of Arizona, ASU Student Coordinator (2003, 2004); volunteer (various)
Hope Fest Phoenix, Volunteer (2012)
Peacemaker Ministries, Christian Conciliation Training (2003 – 2005)
Recognized by Arizona Attorney Magazine for Obtaining two of the Top 10 Civil Verdicts in
Arizona in 2012

EDUCATION

Sandra Day O'Connor College of Law, Arizona State University, Tempe, Arizona
J.D., May 2004; *G.P.A.* 92.03; *Rank* 4/176

Honors/Activities: Arizona State Law Journal, Articles Editor
Rebecca and Michael Berch Scholarship Recipient
Pedrick Scholar
Dean's Advisory Committee on Student Recruitment
Federalist Society, Executive Board
Christian Legal Society, Vice President

Baylor University, Waco, Texas
B.A. History, May 1999; *G.P.A.* 3.73

Honors/Activities: National Merit Scholar
National Hispanic Scholar
Phi Alpha Delta Pre-Law Membership Chair

PUBLICATIONS

Co-author, *The Arizona Supreme Court; Its 2001-2002 Decisions*, 35 Ariz. St. L. J. 311 (2003)

INTERESTS

Church Conflict Resolution, American Sign Language, Acoustic Guitar, Baseball, Golf, Fly
Fishing,