

Appendix C

1. AOI Application

2. AOI Scoring Rubric

Section 1

Section 1: The Introduction must be specific, concise, and provide the reader with a sense of the educational intent of the school/program and a rationale for that intent. The following elements must be included in the narrative:

Needs Analysis: Provide an explanation of the need or interest for the proposed school's/program's model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the School/Program.

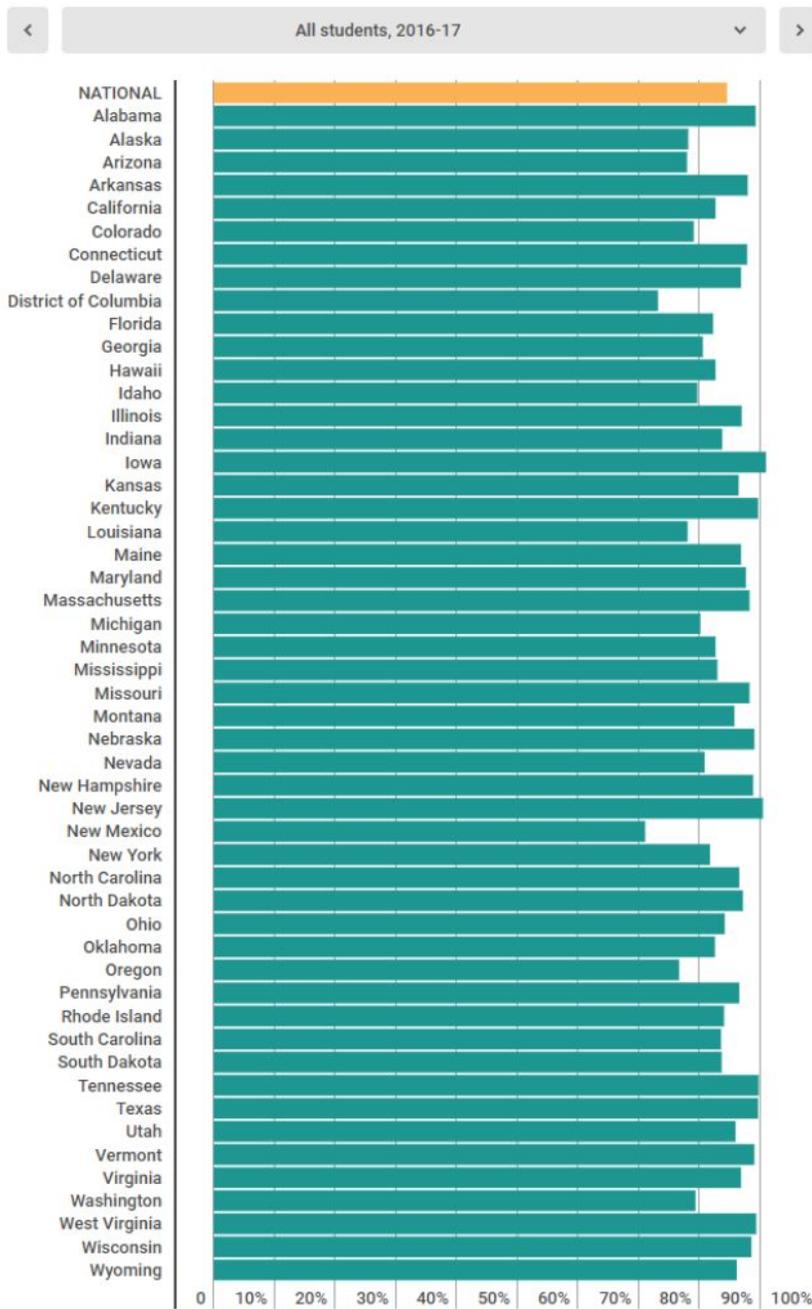
Breakthrough Virtual Learning Solutions ("BVLS") is seeking to offer a statewide blended charter school in Arizona. The state has a demonstrated, urgent need for high-quality, alternative education options for high school students, especially those at-risk. Arizona communities continue to strongly desire to provide improved alternative education options for the economic and cultural hub of Arizona. We seek a charter because our unique, blended learning educational model serves students who have not found success within the traditional public-school system. The academic rankings of Arizona's alternative and online schools clearly indicate a population of students we can help, including many who are not currently well-served. We see this as simply a hard truth in most districts, and we would offer a different and innovative model that is proven to reach the most at-risk and underserved. BVLS's students focus on one subject at a time, supported by teachers and Relationship Managers who provide the needed social and emotional support to get our out-of-the-box learners to where they need to be. This model has been highly effective throughout Michigan with the same student populations; we are confident that our program will add great value to the students in Arizona once approved and launched.

To further understand Arizona and the need for alternative programming for students, BVLS spent considerable time analyzing data of online schools, both alternative and non-alternative. With information obtained from the Arizona Charter School Association Office (<http://azcharters.org/>) Arizona School Report Cards (<https://azreportcards.azed.gov/schools>), and as other sources cited below, BVLS reached the following conclusions:

Based upon the National Graduation Rate Average and comparing state to state, Arizona ranks near the bottom along with the District of Columbia, Alaska, Louisiana, New Mexico, and Oregon (see Figure 1)

Figure 1

State by State 2016-17 Graduation Rates

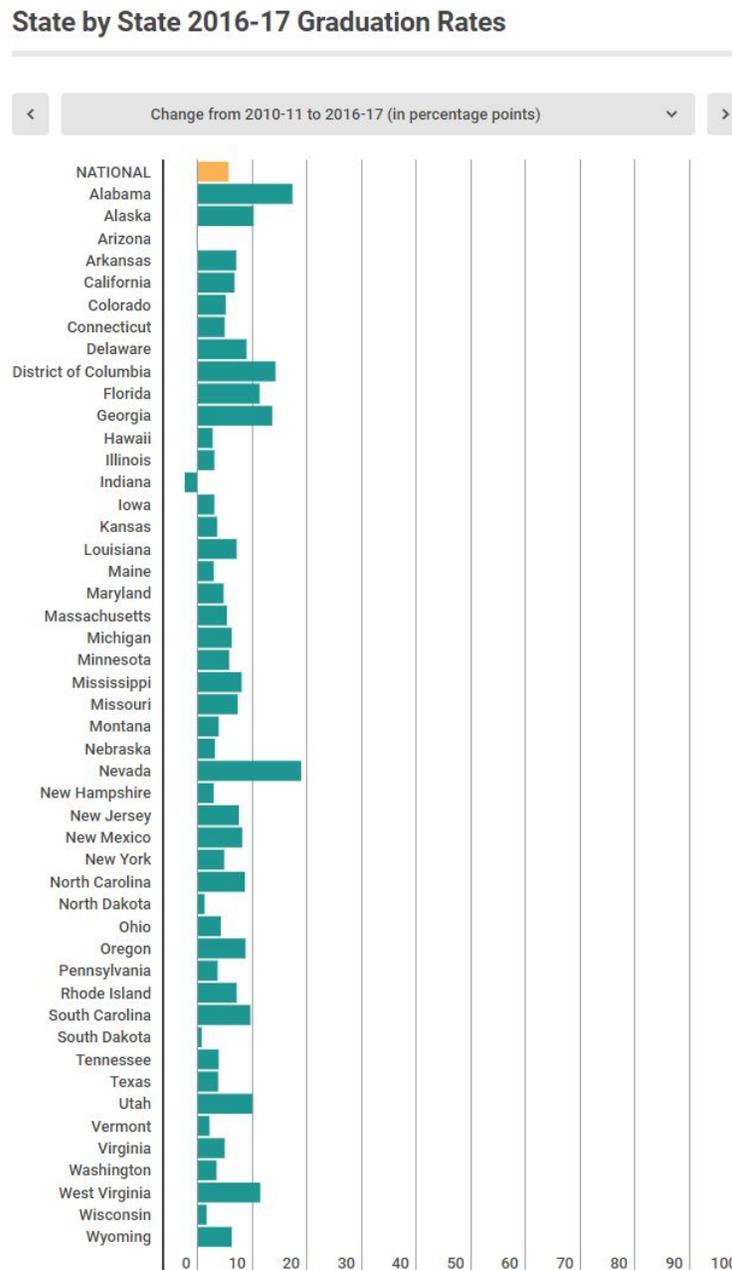


Source: EdWeek.¹

¹ EdWeek, <https://www.edweek.org/ew/section/multimedia/data-us-graduation-rates-by-state-and.html>, retrieved May 28, 2019.

Additionally, Arizona made a no gain in raising their graduation rates from 2010-2011 to 2016-2017 (See Figure 2). This is the 2nd worst performance among all states and the District of Columbia, besting only Indiana, whose graduation rate declined during the period. Clearly, high school options and academic performance are largely stagnant. We offer a compelling proven solution to help students, their families, school districts, employers, and the state of Arizona.

Figure 2: Change in State Graduation Rates, 2010-11 to 2016-17



Source: EdWeek. ²

² Ibid.

Arizona’s alternative online schools fall well below the 4 year graduation rate of traditional schools, graduating an abysmal 27.5% of students (See Figure 3). These results show the need for quality virtual, alternative options in the Arizona area are unmet. The most favorable graduation rates, while important to note, are options that would not provide a center atmosphere - that is, a face-to-face element, a key component of our model - in close proximity to the students.

Figure 3

Arizona Alternative Online Schools

School Name	FY18 Enrollment	Grade	4 year graduation rate	Letter grade	Alt School	County
Arizona Insight Academy	965	7-12	18.77	N/A	Alternative	Maricopa
EdOptions HS Learning Center	685	9-12	7.77	N/A	Alternative	Maricopa
EdOptions Preparatory Academy	123	9-12	7.77	N/A	Alternative	Santa Cruz
E-Institute at Avondale	65	9-12	44.83	N/A	Alternative	Maricopa
E-Institute at Buckeye	52	9-12	41.38	N/A	Alternative	Maricopa
E-Institute at Grovers	29	9-12	59.09	N/A	Alternative	Maricopa
E-Institute at Metro	75	9-12	13.89	N/A	Alternative	Maricopa
E-Institute at Surprise	121	9-12	44.57	N/A	Alternative	Maricopa
E-Institute at Taylion	222	9-12	23.02	N/A	Alternative	Maricopa
E-Institute at Union Hills	116	9-12	49.25	N/A	Alternative	Maricopa
Hope High School	228	9-12	8.86	N/A	Alternative	Maricopa
Hope High School Online	216	9-12	8.86	N/A	Alternative	Maricopa
Pinnacle High School - Tempe	115	9-12	51.61	N/A	Alternative	Maricopa
Pinnacle Online High School	462	6-12	27.85	N/A	Alternative	Maricopa
Primavera - Online	4227	6-12	19	N/A	Alternative	Maricopa
RSD High School	152	9-12	13.9	N/A	Alternative	Maricopa
WMI ON LINE	*	9-12	75.06	N/A	Alternative	Navajo
Average			27.5	N/A		

(* NOTE: Data redacted by ADE in the public AzMERIT or enrollment file.)

Source: Arizona Department of Education ³

Arizona’s online alternative schools also fall short in regards to AzMERIT testing in both ELA and Math, with average proficiency at approximately 15% for ELA and 13% for math. Clearly, this is unacceptable performance. These figures also show both the need for a quality blended, alternative program and the need to serve those students falling through the cracks and at risk of failure. See Figure 4

³ Arizona Department of Education data extracts, 2017-18 school year data, <http://www.azed.gov/accountability-research/data/>, retrieved May 28, 2019.

Figure 4
Arizona Alternative Online Schools

School Name	Grade	FY18 Enrollment	FY18 AzMERIT ELA Pass Rate	FY18 AzMERIT Math Pass Rate
Arizona Insight Academy	7-12	965	21	11
EdOptions HS Learning Center	9-12	685	8	26
EdOptions Preparatory Academy	9-12	123	6	11
E-Institute at Avondale	9-12	65	11	9
E-Institute at Buckeye	9-12	52	19 *	
E-Institute at Grovers	9-12	29	17 *	
E-Institute at Metro	9-12	75	8	<2
E-Institute at Surprise	9-12	121	17	13
E-Institute at Taylton	9-12	222	20	9
E-Institute at Union Hills	9-12	116	17	8
Hope High School	9-12	228	7	3
Hope High School Online	9-12	216	32	20
Pinnacle High School - Tempe	9-12	115 *		*
Pinnacle Online High School	6-12	462	6	7
Primavera - Online	6-12	4227	36	23
RSD High School	9-12	152	13	36
WMI ON LINE	9-12 *		*	*
Average			15.8	13.6

(* NOTE: data redacted by ADE in the public AzMERIT or enrollment file)

Source: Arizona Department of Education ⁴

Socioeconomic status is directly linked to student outcomes in a substantial, growing body of research and peer-reviewed journals. Research reported in a recent article revealed that “poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated to lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement.” ⁵

BVLS understands the correlation between at-risk and economic/minority status and has built and evolved a model proven to increase achievement for these students. Where students like these are struggling, BVLS is committed to equipping them with the tools they need to break the pattern of failure and to chart a course to a bright future.

⁴ Ibid.

⁵ The Effects of Poverty on Academic Achievement, Misty Lacour and Laura D. Tissington, Southern Arkansas University, July 2011, <http://www.academicjournals.org/journal/ERR/article-abstract/31F3BFB6129>, retrieved May 28, 2019.

Our commitment to inspire hope and ensure achievement in our students is key to the effectiveness of our program. See Figure 5 for economic percentages of current online alternative programs.

BVLS further recognizes that it is not only the lack of resources, but the lack of access to them, that abandons many students facing obstacles to creating a bright future through education. There is a significant population of underserved students who need the hope, quality education, and future economic opportunity that BVLS affords them.

Figure 5

Arizona Alternative Online Schools

School Name	Free and Reduced
Arizona Insight Academy	22.3
EdOptions HS Learning Center	27.3
EdOptions Preparatory Academy	57.9
E-Institute at Avondale	49.2
E-Institute at Buckeye	39.3
E-Institute at Grovers	40.5
E-Institute at Metro	59.6
E-Institute at Surprise	47.1
E-Institute at Taylton	18
E-Institute at Union Hills	35.5
Hope High School	77.2
Hope High School Online	30.9
Pinnacle High School - Tempe	0
Pinnacle Online High School	0
Primavera - Online	53.6
RSD High School	72.4
WMI ON LINE	n/a
Average	39.375

Source: Arizona Department of Education ⁶

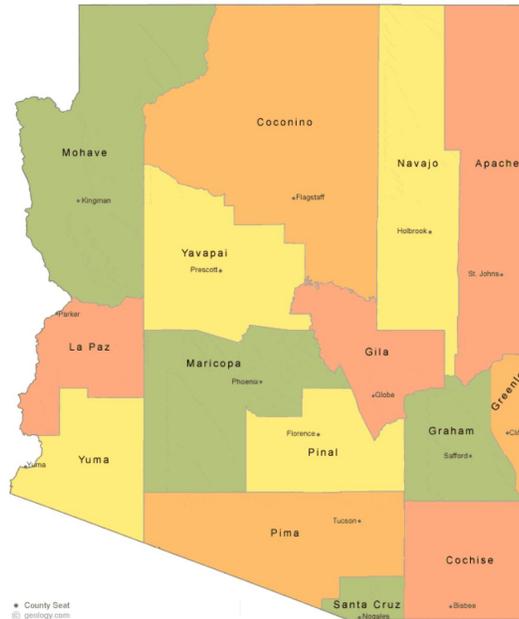
The table below (Figure 6) shows Arizona online schools and the county (Figure 7) in which students are being served. Maricopa County has the highest number, with over 15,000 students enrolled. However, other counties, with the exception of Pima, have very few students engaged in online programs. Because BVLS seeks to offer a statewide school with centers located conveniently near students, the need for non-brick and mortar alternative options can be met with quality, proven efficacy, convenience to students and families, and scale.

⁶ Arizona Department of Education data extracts, 2017-18 school year data, <http://www.azed.gov/accountability-research/data/>, retrieved May 28, 2019.

Figure 6

County	Number of Students Served
Apache	23
Cochise	12
Coconino	23
Gila	15
Graham	44
Maricopa	15,313
Mohave	164
Navajo	*
Pima	632
Pinal	13
Santa Cruz	123
Yavapai	28
Yuma	26

Figure 7



NOTE: Asterisks (*) in the data indicate student groups under 11 that are not reported per the Family and Educational Rights and Privacy Act of 1974 (FERPA).

Data Source (Table): Arizona Department of Education ⁷

Source (AZ Map): [Geology.com](https://geology.com) ⁸

Based upon the data and our experience with online alternative programs in Michigan, Breakthrough Virtual Learning Solutions’ student population will likely be comprised of students with the following academic needs, life needs, and demographics:

- Lower socioeconomic status
- Minority population
- Students at-risk of dropping out
- Those who have already dropped out of school
- Special education students

In addition to the above anticipated population, BVLS also anticipates serving students who:

- are parents and need to care for their children

⁷ Ibid.

⁸ Geology.com website, <https://geology.com/county-map/arizona.shtml>, retrieved June 2, 2019.

- experience or have a past history of anxiety, emotional trauma, and other medical conditions
- need to work in order to provide for their families
- need to watch siblings in order for their parents to work
- homeschooled and in need of additional choices and college dual enrollment

In conclusion, our target population is currently being educated by local districts, charter schools, or alternative programs in Arizona. Often by their own admission, traditional schools struggle to accommodate the unique needs of these students and afford them the education they uniquely deserve. Many among the schools' student population transition to alternative programs, or are simply poorly served in the brick and mortar school. Those who yearn to be seen, to be served, to be supported, to be inspired, those who are the square peg being forced into a round hole every school day, will find in our innovative model the opportunity they so desperately deserve. BVLS will afford them the flexibility they need, offer them the intense one-on-one support from Relationship Managers (RMs) and teachers (proven to make a tremendous difference), and offer them a mode of learning that fits their strengths, needs, and schedules. Since many of these students are at-risk of failure (something that might define them for a lifetime), our model can give them the acceptance, support, and hope they need to defy the inevitability of "being" a failure for life.

From our research of Arizona student populations and performance and considerable experience in Michigan, we are confident that the demonstrated need for programs and support accessible to at-risk students is evident. We understand there are many reasons that students look for other learning options, and further realize that no one educational model can serve all students effectively. By offering a program that is inherently different in focus, feel, pedagogy, and format from a traditional brick and mortar model, we respond to the clear reality that children learn differently. Our model involves forming working relationships with local districts to identify those students who will benefit from an alternative method of learning and instruction. In addition to working with local districts, BVLS will develop collaborative relationships with local organizations serving area youth to open new doors and reveal new possibilities for each student we serve. BVLS will fill that unmet need of quality, differentiated, alternative education for students who do not necessarily fit the "traditional" profile.

Educational Philosophy: Identify the principles or concepts fundamental to the proposed school's/program's instructional strategies.

Mission:

We Inspire Hope! By reigniting our students' hope for a brighter future and providing a positive learning environment with professionals who support each student's

educational goals, we meet each student’s individual learning needs to maximize opportunities for success.

Vision:

Breakthrough Virtual Learning Solutions provides a safe and positive learning environment which offers an individualized, rigorous learning platform for each student while providing work and study opportunities relevant to each student’s future success.

Fundamental Core Values/Beliefs:

- We **provide** a safe and positive place for your success.
- We **build** a plan just for you.
- We **listen** - your story matters.
- We **grow** to serve our communities.

<u>Input</u>	<u>Output</u>
We <u>provide</u> a safe and positive place for your success.	Students are able to achieve academic success when their basic needs are met. By providing a safe environment for students to learn, we increase their capacity to be successful both academically and socially/emotionally.
We <u>build</u> a plan just for you.	Every student has a different story and set of circumstances. BVLS builds a plan specifically for each student. This plan helps drive decision making and post-secondary transitions. Ultimately, students follow their plan and are successfully ready to achieve goals to graduation and equipped to conquer life after BVLS.
We <u>listen</u> - your story matters.	When developing a student’s plan, BVLS understands life events have shaped why the student came to BVLS in the first place. By listening and supporting students appropriately, BVLS helps students to obtain their diploma with the necessary supports in place to nurture that progression.
We <u>grow</u> to serve our communities.	Students leave GSA with job skills to enter the workforce and area businesses play an important role in developing those skills. Communities are enhanced by students who are career ready.

Breakthrough Virtual Learning Solutions(BVLS) is a non-traditional, blended educational program that combines the best of breed teaching elements of traditional classroom instruction with the fundamentals and adaptive nature of online learning, serving students who may have not been successful in their previous schooling environment and come to us as high school learners hopeful for an education that works for them. BVLS focuses on students who have dropped out or are at-risk for not completing high school, and who still have the desire to continue their educational journey, including earning a high school diploma. Our school's philosophy is to educate using a "whole person" blended learning and support model, empowering students to not only meet state educational requirements, but to receive the preparation and develop the Grit (i.e. perseverance and passion for long-term goals as defined by noted expert Angela Duckworth)⁹ necessary to be successful in their adult lives.

In recognition of the challenge of virtual learning for a student who has been "classroom" educated for a decade or more, BVLS integrates two pivotal concepts that make the program successful: a person to count on and a safe place in which to learn. Our highly-trained, compassionate, involved staff create relationships with our students that serve as a foundation to stay on a new and positive path. Teachers are facilitators of content, instructional experts, mentors, life coaches and cheerleaders. The goal is for **all** students to know their teachers and adults in the program personally to create an environment in which students feel safe, thus opening the door for learning and perseverance. Our state-of-the-art centers provide a welcoming environment for academic success and a haven for the social/emotional support often lacking in our students' lives.

At BVLS, our students develop self reliance and confidence, and in the reliability of caring adults who will stand by their sides along their journeys and who are committed to their success. We will be the option that removes obstacles and levels the playing field for these students. Students will learn using a blended approach which includes quality online content, supported by teachers both virtually and in our centers, a key component to the program.

By utilizing a "whole person" approach to learning, students' educational and social/emotional needs are met. Our mission to inspire and reignite hope in students who have experienced repeated, debilitating failure can only be accomplished by providing a comprehensive, well-rounded program that supports students in every area of their lives...not just academics.

So often, online programs focus on increasing enrollment, which in turn only decreases the ability to provide consistent, positive, trusting relationships with teachers and adults. Studies have shown, as described in a recent article by [American Psychological](#)

⁹ Angela Duckworth, University of Pennsylvania, [TED Talk](#), April 2013.

[Association](#)¹⁰, “improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development.” Without positive relationships built in a safe and secure environment, at-risk students will only continue to be underserved or unserved.

In addition to the concepts above, Breakthrough Virtual Learning Solutions focuses on the following key elements to ensure student success in their life-long endeavours:



Blended Learning Environments:

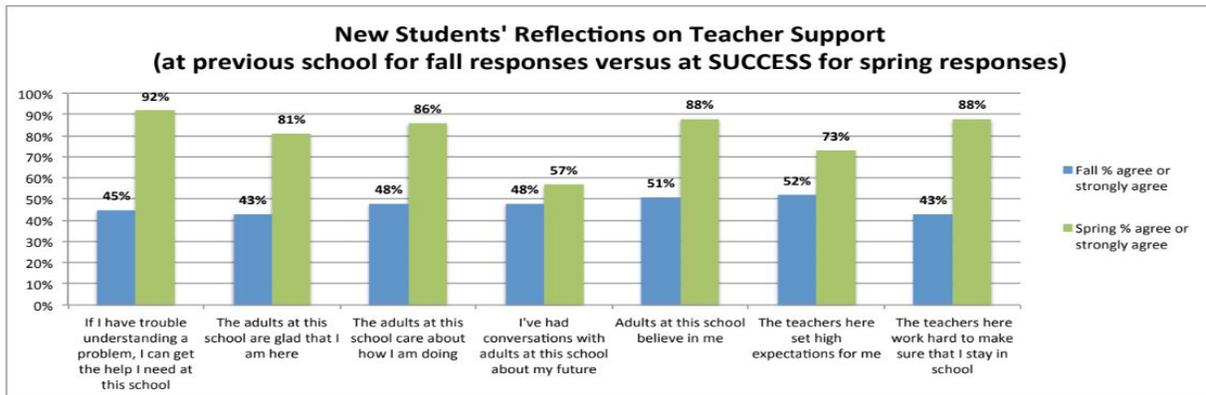
BVLS combines virtual courses with the support of physical learning centers. Each student is given her / his own laptop and a mobile hotspot to do coursework at any time, in any place. This makes the program flexible and gives students the ability to accommodate busy, sometimes unconventional, schedules and lives. Students can learn at their own pace as they balance school with employment or adult obligations, unique situations which traditional high school programs are simply unable to accommodate.

Highly-Trained Staff:

The staff members at BVLS are carefully selected and trained. We ensure all teachers and Relationship Managers have the mindset of a counselor and a heart for helping our youth. When students visit our centers, they walk into an environment where creating and nurturing positive relationships and providing support are just as important as facilitating learning. Our organization has modeled its program after Success Virtual

¹⁰ Sara Rimm-Kaufman, PhD, and Lia Sandilos, PhD, University of Virginia Improving Students' Relationships with Teachers to Provide Essential Supports for Learning, © 2019 American Psychological Association, <https://www.apa.org/education/k12/relationships>, retrieved May 28, 2019.

Learning Centers of Michigan. Results over the last six years prove that creating these relationships is the key to our students' success.



Source: Proprietary Success Virtual Learning Centers' commissioned research ¹¹

Community Engagement:

In addition to our academic curriculum, BVLS partners with and integrates into the community we serve to ensure positive student connections to outside organizations. By combining practical learning options with internships and mentoring opportunities with local business partners, community organizations, and leaders, our students gain hope and life skills for a successful future. These opportunities give our students, who may have felt stigmatized by their past educational struggles and even failures, the ability to thrive. Breakthrough Virtual Learning Solutions gives our students a real, achievable and supportive choice, opening doors to futures they may have never imagined. These community partnerships are essential.

Daily Job Skills Development:

BVLS offers daily job skills classes supported by professionals in the local community. We work closely with area business leaders to design program components that both focus on the needs and interests of our students and support the needs of area industry. Our students learn practical skills in trades such as electrical, health-care, or automotive; our partnerships helps ensure our students have post-secondary employability and relevant professional connections and experience.

Mastery Learning:

At BVLS, student learning and measurement is competency-based to ensure each student's mastery of skills. This is easily measured through coursework completion, assessments, and progress monitoring by highly-trained staff. Each student who attends BVLS is held accountable for his or her educational progress. More importantly, though, BVLS ensures students have the right support system in place for their growth and success. Students at BVLS focus on one subject at a time to develop their depth of knowledge needed for long term retention. Outcomes with sequential mastery-based

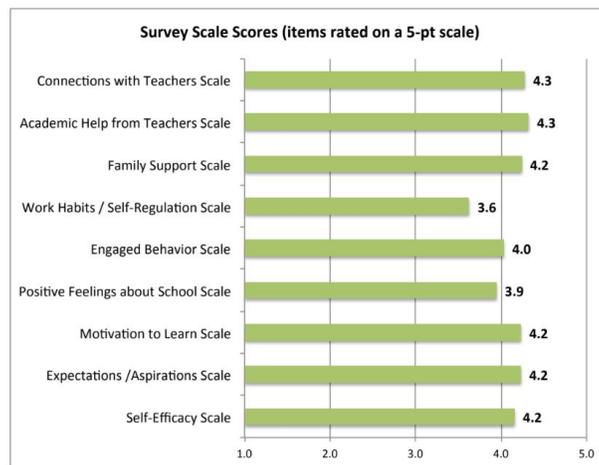
¹¹ Hypothesi Applied Research and Evaluation, Success Virtual Learning Centers, Blazeovski, Juliane, 2017.

learning at Success Virtual Learning Centers of Michigan, the program upon which BVLS is modeled, have proven the effectiveness of the learning model with their at-risk students achieving an average 836 SAT score (2018) in the most recent standardized test cycle. Because of this, BVLS is committed to the implementation of this proven learning method.

World-Class Facilities:

Breakthrough Virtual Learning Solutions respects and models the inherent dignity and value of our students by providing world-class facilities with one-on-one teachers, personal computers, and internet access. With these resources, students are able to learn at their own pace while receiving necessary tools and support in a welcoming, non-judgmental, inclusive learning environment. These centers are built in locations convenient to the students we serve.

Below you will find areas of proven strategies which have helped to shape BVLS’s model and pedagogy. Success Virtual Learning Centers of Michigan has an impressive track record of building capacity for success with non-traditional students. BVLS has built its model around these same core fundamental beliefs.



Source: Proprietary Success Virtual Learning Centers’ commissioned research ¹²

Summary of Instructional Program: Describe the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.

BVLS is committed to alignment of the materials supplied by its proposed content provider to both Arizona state and Common Core standards. This will ensure our students have the essential skills and power standards to be successful in meeting graduation requirements, achieving success on state testing, and experiencing future success in job employability. We will utilize Arizona Department of Education common core standards to ensure our curriculum and educational resources are aligned to state

¹² Ibid.

standards. Our curriculum also aligns with our philosophy of whole-child, individualized education and our sequential mastery-based learning instruction.

In using the guidelines provided by the state of Arizona, Breakthrough Virtual Learning Solutions has performed curriculum alignments to AZ standards on the curriculum of several vendors, and has determined Edgenuity to be the best provider through which to provide quality curriculum resources to our students

Edgenuity aligns with Arizona curriculum standards and features the unique ability to align to the mission/vision of our school's population of non-traditional students. Edgenuity's content and approach will include three basic components which we have researched and believe to be essential to our student population: ① an instructional model grounded in research for educating at-risk youth, ② rigorous standards-based content, and ③ supports and scaffolds to ensure student success.

Edgenuity provides engaging content with direct-instruction videos from experts, lessons with virtual teachers, and interactive tools to motivate students. It also provides a multi-tiered system of support for all of our subjects in all grades. BVLS has identified the essential skills needed for success and, with the help of a quality online content provider, is able to serve students who are not mastering skills and individualized intervention strategies to meet that student's needs and holes in knowledge. This is an essential element as most students come to BVLS with gaps in their learning and are already at-risk of failure. This system will ensure forward progress for our at-risk students. Because the learning management system collects, analyzes, and reports data in real-time, teachers are able to easily identify students and implement strategies to prevent a student from moving on without adequate preparation.¹³

Additionally, BVLS has done extensive research on best practice strategies for effective teaching in an online/virtual setting. Using the standards developed by the impressive work of iNACOL and their detailed definition of [National Standards for Quality Online Teaching \(Version 2, October 2011\)](#)¹⁴, BVLS will ensure fidelity of program implementation by incorporating the concepts into the teacher evaluation tool recommended to the board of education for approval. These standards include:

- Standard A: The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.

¹³ Ongoing conversations with Edgenuity employees, 2017-19, and Edgenuity website (www.edgenuity.com), retrieved May 12, 2019.

¹⁴ iNACOL National Standards for Quality Online Teaching, Version 2 (October 2011), Pape, Wicks, et al, <https://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-teaching-v2.pdf>, retrieved June 3, 2019.

- Standard B: The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.
- Standard C: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment
- Standard D: The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.
- Standard E: The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use
- Standard F: The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.
- Standard G: The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures
- Standard H: The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of the learning goals.
- Standard I: The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.
- Standard J: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.
- Standard K: The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

As an added layer of accountability, BVLS utilizes a custom-designed, proven program (Pulse Software) that works seamlessly with the curriculum to:

- Track daily student logins,
- Track daily student hours,
- Monitor course completion,
- Assign interventions,
- Provide up-to-the-minute information on student progress, and
- Allow center staff to immediately address the needs of students

The BVLS team evaluates and monitors each individual student through a whole-person lens and strives to understand and accommodate the complexity of each student's life. With this always at the forefront, Breakthrough Virtual Learning Solutions is committed to the following:

High expectations: We have high standards for every student and provide the infrastructure to support them in becoming contributors to their community.

Center based highly qualified, certified, full-time staff: We establish tutoring centers in the community where our students live. Caring and professional educators staff each center and are ready to help students when they need it. We have three times the staff of traditional schools to ensure personalized support.

Planned Graduation Program: Each student chooses a class schedule that meets his or her educational and personal needs. Every student works on one course (subject) at a time, completes it, builds success, and then moves forward to their other planned program classes. A large number of our students have demands on their time outside of school such as jobs and children, so this method often fits into their lives better. It is the same number of courses each year as other schedules - just divided up differently.

Tools they Deserve: We offer every student quality laptops and wireless internet devices because our kids need to know we value them and are willing to invest in their education, life and ultimate future.

Internship Opportunities: We collaborate with local businesses to help students learn the world of work and the “soft skills” needed to succeed.

Job Skills Development and Partnerships: We know we have done our job if our students are successful during *and after* their time at BVLS. The critical importance of this is embedded throughout our curriculum, written in the hearts of our staff, and supported by the numerous outside opportunities we provide through internships and job shadowing. By believing in our students, promoting a growth mindset, and providing them positive examples in the workforce, we will instill in them the vision of themselves as capable, productive young adults with hope for a future filled with possibilities. These partnerships are critical to creating that vision in our students.

Finally, our goal is to prepare students for success beyond our doors. To accomplish this, we offer a variety of elective courses beyond core requirements. As well, the school’s senior level English class culminates with a capstone project which encompasses the development of a résumé and cover letter, preparation in interviewing skills, and practice and completion of an online profile on a professional job search website.

Breakthrough Virtual Learning Solutions will offer the following courses, detailed below in Table 1.

(NOTE: These course descriptions come from Edgenuity’s course catalog.¹⁵ These align with our graduation requirements and program of instruction.)

¹⁵ Edgenuity website

(<https://www.edgenuity.com/wp-content/uploads/2017/07/Course-Description-Catalog.pdf>), retrieved May 19, 2019.

TABLE 1
Breakthrough Virtual Learning Solutions Course Offerings

English Language Arts

ENGLISH LANGUAGE ARTS 9

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

ENGLISH LANGUAGE ARTS 10

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

ENGLISH LANGUAGE ARTS 11

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

ENGLISH LANGUAGE ARTS 12

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

Math

<p>ALGEBRA I</p> <p>This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.</p>	<p>GEOMETRY</p> <p>This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of</p> <p>triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.</p>
<p>ALGEBRA II</p> <p>This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.</p>	<p>FINANCIAL MATH</p> <p>Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.</p>
<p>Science</p>	
<p>BIOLOGY</p> <p>This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.</p>	<p>PHYSICAL SCIENCE</p> <p>This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.</p>

<p>ENVIRONMENTAL SCIENCE</p> <p>Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.</p>	<p>EARTH SCIENCE</p> <p>Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.</p>
<p>History</p>	
<p>MODERN WORLD HISTORY</p> <p>This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.</p>	<p>U.S. HISTORY I</p> <p>U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.</p>
<p>U.S. GOVERNMENT*</p> <p>This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.</p>	<p>ECONOMICS</p> <p>Available as either a semester or a full year, this course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.</p>
<p>Electives - Several Elective Options</p>	

World Languages

<p>SPANISH I</p> <p>Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.</p>	<p>SPANISH II</p> <p>High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.</p>
<p>SPANISH III</p> <p>In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous</p> <p>interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.</p>	

The virtual learning model and our curriculum partner Edgenuity afford BVLS the ability to offer a wide variety of elective courses.

Implementation: Describe how the AOI School/Program will be integrated within the current school system.

Breakthrough Virtual Learning Solutions will be a new statewide school in the state of Arizona using the blended learning model. Although not affiliated with any established school district, BVLS will work tirelessly to partner with other schools to provide support and alternatives for at-risk populations.

"Success Virtual Learning Centers have been a lifesaver for some of our students and Dallas was the catalyst for this. The program will benefit your community and students."

Kristi Teall, Superintendent St. Louis Public School and former Superintendent Central Montcalm Public School (developed program in both districts)

"Comstock Park High School has experienced a very positive partnership with Success to meet the individual needs of select students in our district. The ability of Success to offer flexible non-traditional options to students who are credit deficient or facing other unique challenges in order to make continued educational progress towards a high school diploma has proven to be very valuable. In addition, the instruction and administration have both been of high quality for our students. Comstock Park looks forward to continuing our positive relationship with Success and the value they bring to our community."

Ethan Ebenstein, Superintendent Comstock Park Public Schools

"Working collaboratively with Success, allowed us the necessary planning time to build our own virtual school. It has taken several years, but we owe much of our confidence in our virtual school to the quality we have directly observed in their work."

Pete Haines, Superintendent, Greenville Public Schools

BVLS's goal is educate other schools in our communities about the program and help them to understand we seek to be in partnership with them NOT in competition. Our mission is to provide a non-traditional education to students who are at-risk or have dropped out. The students enrolling with Breakthrough Virtual Learning Solutions are most often students whose performance would have had an unfavorable impact on their resident school data. When enrolling in BVLS, both the student AND their data, performance, and progress leave their resident district, thereby increasing graduation rates and lowering dropout rates for the resident district. See information to the left regarding what other schools in Michigan are saying about Success Virtual Learning Centers, the school upon which we modeled our program.

Leadership: Identify the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.

Breakthrough Virtual Learning Solutions collectively brings a vast breadth of knowledge and experience in the operation of charter schools throughout the United States. That said, the blended learning educational model which the applicant proposes to offer to students grades 9-12 throughout the state of Arizona is modeled after the Success Virtual Schools of Michigan currently being operated in Michigan by both an online charter school and a traditional LEA under the Michigan's "seat-time waiver" program.¹⁶

Serving as Principal Organizer on the Corporate Board include:

Maxim Shafik

Mr. Maxim Shafik currently serves as the CFO of Summit Management Consulting, LLC, an educational service provider which serves several charter schools in Michigan. A graduate of City University of New York where he received his Bachelor of Science degree in accounting, Mr. Shafik is also a CPA and has a depth of experience working with charter school budgets, finances and audits. Mr. Shafik's experience in the public-school finance area will be an invaluable resource for the operations of Breakthrough Virtual Learning Solutions and will help assure that the school's corporate board will implement fiscally sound practices. An additional 4 members are currently being recruited for the corporate board, 3 of which will be Arizona residents

Plans are currently being developed for the recruitment of the School (Center) Director which will be completed during the planning year prior to the beginning of the school's operations in July of 2020. The primary qualifications will include proper certification and licensure required by the State of Arizona, together with experience with the administration of online and/or blended learning charter schools, preferably within Arizona.

The Applicant Team, Principals of the Corporate Entity and members of the ESP have decades of education, business, financial and real estate expertise. Specific information regarding members of the team can be found in Table 2 below. Each individual brings expertise and value in the journey to carry out the mission and vision of

¹⁶ Michigan Seat Time Waiver program description, https://www.michigan.gov/documents/mde/Flexible_Learning_Document_3_458395_7.pdf, retrieved May 28, 2019.

Breakthrough Virtual Learning Solutions and reaching the at-risk students we intend to serve.

TABLE 2
Applicant Team and Principals Expertise

<u>Name</u>	<u>Charter School</u>	<u>Authorizer</u>	<u>Timeframe</u>	<u>Nature of Involvement</u>
Doug McNeil	Walden Green Montessori	Central Michigan University	1995 - 2009	Founding board member and board president (1995 - 2009) of self-managed charter school serving grades K-8
Travis Gostinger	Landmark Academy	Saginaw Valley State University	2009 - Present	Former Business Administrator and CEO of Landmark Academy, a K-12 Charter School in its 20th year of operation. CEO/Owner of Summit Management Consulting, LLC the full service Educational Service Provider of Landmark Academy since 2002.
Timothy Wood	Vice President for Charter Schools at Grand Valley State University	Grand Valley State University	2009 - 2017	Director of the Charter School Division at Grand Valley State University (GVSU), which authorized 74 charter schools statewide serving 34,000 students.
	Board Member		2012-2017	Michigan Association of Public School Academies (MAPSA)
James Bermingham	President/Owner, Success Management Systems	Vestaburg Public Schools	2016 - Current	Ten virtual schools; serving over 1,500 mostly at-risk students; located in Michigan urban communities; with

				on-site tutoring centers, personal mentoring, social worker support, special education services, etc..
	Regional Vice President for Edison Schools		2001 - 2007	Oversight of operations of charter schools in Michigan, Illinois and Missouri.
Robert Giordano	American Charter Development		For Charter Schools 1999 - Present	<p>Senior VP, American Charter Development 2015-Present. Overall responsibilities have included: New School Operational VP, Staffing, Community Engagement, Facilities selections and public and private market facilities funding, Board Gov Training, School Leadership.</p> <p>Trained State Authorizers, and been a speaker at National and State Conferences.</p> <p>Supporting, starting, financing, sitting on Board's, Charter application reviewer and management of Charter Schools in the following states: NY, MA, NJ, GA, FL, NC, SC, MI, TX, AZ, NV, CA, ID, and IN."</p>
	Renaissance School Services		2012 - 2015	Senior VP of New School Development, Renaissance Schools
	SABIS Educational Services		1999 - 2012	Director of New School Start-up Operations/

				Board and Gov. Affairs and Community Engagement for SABIS Schools USA
	US Army National Guard		1983 - Present	Colonel in charge of NY State's Military Anti-Terrorism and Force Protection
Brook Drooger	ESP Innovative Education Services (IES) 501(c)3		2012 - Present	Board Member
	ESP Innovative Education Services (IES) 501(c)3		2012 - 2017	Executive Director
	Charter School Innocademy (K-2) Zeeland, MI	Lake Superior State University	2012 - 2017	Director Led and Facilitated Start Up Facilities Acquisition
	Charter School iCademy Global (K-12) Headquarters: Zeeland, MI	Lake Superior State University	2014 - 2017	Director Led and Facilitated Start Up
	Charter School Innocademy Allegan (K-8) Campus Fennville, MI	Lake Superior State University	2013 - 2017	Led and Facilitated Start Up
Maxim Shafik (Principal, Corporate Entity)	Landmark Academy	Saginaw Valley State University	2014 - Present	CFO for Landmark Academy a K-12 Charter School in its 20th year of operation. CFO for Summit Management Consulting, LLC the full service

				Educational Service Provider of Landmark Academy since 2002.
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Additionally, the following oversight responsibilities, responsible staff, and details of responsibilities/deliverables are listed below in Table 3.

**Table 3
Professional Staff Listing and Responsibilities**

Oversight Responsibility	Administrative Staff	Responsibilities
Instruction	Regional Director Center Director	<ul style="list-style-type: none"> ● Creation of teacher evaluation tool that aligns with school mission and vision and Arizona State Standards. ● Evaluate teachers using informal and formal observations with feedback provided in a timely manner ● Attendance at weekly meetings to analyze data, assign interventions and assess implementation. ● Disaggregate data to identify areas of success and areas of opportunities ● Analyze subgroup data to determine if interventions and instruction are producing positive academic gains ● Lead school improvement efforts collaboratively with all stakeholders ● Coach and mentor teachers and RMs on instructional practices ● Monitor individual student academic performance and Educational Career Action Plans (ECAP) ● Lead professional development initiatives and follow up ● Monitor effectiveness of professional development activities.
Curriculum and Assessment (Mandated State Testing)	Regional Director Center Director	<ul style="list-style-type: none"> ● Continually evaluate curriculum and content providers' alignment to Arizona State Standards and Mission and Vision of BVLS. ● Work with content vendors to determine alignment with program outcomes

		<ul style="list-style-type: none"> ● Monitor implementation and needed revisions based upon gaps in student learning ● Analyze data for subgroups to determine needed interventions and progress monitoring <p><u>Mandated State Testing</u></p> <ul style="list-style-type: none"> ● Coordinate testing environments for each site ● Coordinate materials for each site (CBT) ● Provide professional development to teachers administering the test ● Ensure proper protocols are followed as outlined in the Testing Coordinator’s Manual ● Follow up with students not tested and coordinate make up dates (if available) ● Verify grade levels based on completed credits on an ongoing basis ● Assign students correct test based on grade level. ● Effectively communicate test rosters with all centers ● Collect required training verification documents from each center ● Maintain, oversee and update State Testing Accountability Spreadsheet ● Keep informed regarding test changes and modifications made by the state. <p><u>Nationally Normed Testing</u></p> <ul style="list-style-type: none"> ● Maintain user and student accounts ● Monitor pre and post testing ● Provide timely test results to all centers ● Provide training as needed ● Inform centers on resources available to aid in student growth ● Help centers identify centerwide student academic opportunities ● Provide inputs for school improvement
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<p>Staffing/Professional Development</p>	<p>Regional Director Center Director</p>	<ul style="list-style-type: none"> ● Develop a year long professional development calendar aligned with identified teachers which includes: <ul style="list-style-type: none"> a. developing climate and culture of school b. mission/vision of the school c. the educational model d. academic achievement e. best practice in online/virtual learning and instruction f. understanding at-risk and trauma based student supports g. building community in a virtual setting h. Develop student and parent survey to understand areas of success and areas of opportunities. Appropriate professional develop and action steps initiated to address these needs. ● Analyze teacher survey results after each professional development activity on: <ul style="list-style-type: none"> ● quality ● relevance ● effectiveness ● follow up support ● Provide teachers with the necessary tools and follow up needed to successfully incorporate professional development concepts into their work with students. ● Monitor implementation through teacher individual development plans and teacher evaluations ● Discussions in weekly meetings regarding implementation and successes ● Analyze data to determine student progress of each subgroup.
<p>Financial Planning</p>	<p>Financial Services Provided by the Educational Service Provider (in collaboration with the</p>	<ul style="list-style-type: none"> ● Maintains budget, budget amendments, and all transparency requirements ● Responsible for accounts payable and receivable ● Procurement

	Regional and Center Directors)	<ul style="list-style-type: none"> • Updates Regional and Center Directors frequently on expenditures vs revenues and budget comparables • Manages information, maintains records, and manages contracts for auditors • Files all necessary financial related reports and requirements both State and Federal • Facilitates budget planning and alignment to mission and vision of school with Regional and Center Directors • Monitors school fundraising efforts • Ensures all financial compliance requirements are met • Responsible for all payroll requirements in collaboration with Human Resources
Contracted Services	Regional Directors	<ul style="list-style-type: none"> • Evaluates need for outside services • Manages the vetting process of all contracted vendors • Manages RFPs • Reviews and analyzes each contract • Ensures contract financial requirements are in alignment with budget and school mission • Evaluates effectiveness of vendors • Negotiates contracts and contract renewals
Human Resources/Personnel	Human Resources/Personnel Provided by the Educational Service Provider (in collaboration with the Regional and Center Directors)	<ul style="list-style-type: none"> • At the direction of Regional and Center Directors, identifies positions, coordinates job postings and schedules interviews • Follow up with all interviewees • Performs reference checks • Develops job descriptions for each position • Presents job offers • Manages employee benefit packages • Explains benefits to new employees • Enrolls new employees in all necessary systems (including benefits) • Responsible for 401K plans • Manages all employee paperwork • Follows and ensures Equal Opportunity

		<p>Employment guidelines are followed</p> <ul style="list-style-type: none"> • Understands human resource compliance • Ensures all positions are filled with highly qualified personnel • Complies and files all IRS related documentation
Grant Management	<p>Financial Services Provided by ESP (in collaboration with the Regional and Center Directors)</p>	<ul style="list-style-type: none"> • Applies for and manages any foundation grants • Manages all state and federal grants including application, implementation and reporting • Seeks out grant opportunities • Communicates with Arizona Department of Education regarding grant requirements
Student Information System (SIS)	<p>Instructional Staff (year 1) Center Directors and Administrative Assistant (year 2)</p>	<ul style="list-style-type: none"> • Responsible for the set up and maintenance of SIS system • Responsible for the input of information into the system • Responsible for all compliance and required reporting of information contained in system (including pupil accounting requirement) • Attends training on use of program • Provides training on use of program

Accessibility: Describe the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements the student will need to access AOI courses including bandwidth requirements.

Each student enrolled in Breakthrough Virtual Learning Solution’s program is provided a laptop computer with all software necessary for success installed and accessible. Additionally, each student is provided a mobile hotspot to allow learning to occur anytime and anywhere. Our students require a robust broadband wireless bandwidth of at least 5 MBps, which our hotspots provide.

BVLS’s technology team will review, design, and implement any specific requirements needed to successfully implement the program with fidelity. Bandwidth and internet

coverage will be assessed by the technology team and field tested before implementation to ensure a seamless student educational experience. BVLS understands that technology is a powerful tool when it is suitably robust and implemented thoughtfully and properly. The goal of providing laptops equipped with all necessary programs and safeguards is to eliminate technology challenges impeding forward learning progress.

Enrollment: Describe what measures will be taken to ensure all enrolled students reside in Arizona. Describe how the AOI school/program will monitor students concurrently enrolled in AOI and another school and what the AOI school/program will do to ensure a shared apportionment of no more than 1.0.

BVLS enrollment and registration will have detailed information, including explicit instructions regarding residency eligibility and requirements. See section below for fair and equitable admission requirements. Documents in the enrollment packet are as follows:

Enrollment Form:

- Acceptable Use Policy
- Media Release Form
- Home Language Survey
- Records Request
- Transcript Request
- Previous Programming
- Temporary Residency (McKinney-Vento Homeless Assistance)

Proof of residency

Families must provide one proof of residency to establish residence in a designated school attendance area, the district's boundaries or the state. These can include:

- Motor vehicle registration
- Rent or mortgage payment receipt
- Employer letter on letterhead
- Utility bill
- Mortgage Statement
- Property tax bill
- Lease agreement
- Tax return
- Property tax statement
- Bank account, paycheck, credit card bill, etc.

- Driver's license or State ID
- W-2 form showing home address
- Affidavit

❑ **Proof of age**

Arizona students must be five years old before September 1 of the current school year for kindergarten, and 6 years old before September 1 to enter first grade. Proof of age can include:

- A certified copy of the child's birth certificate.
- Other reliable proof of the student's identity and age (must include birth date), including the student's baptismal certificate, passport, a stamped application for a Social Security number, or original school registration records.
- Maximum Age: Any student who turns twenty-one (21) years old on or before September 1 will not be eligible to enroll in BVLS.

❑ **Immunization forms**

Arizona state law requires school districts to show proof that every student through 12th grade has had immunizations, or is exempt from required immunization.

❑ **Prior Academic Records**

Breakthrough Virtual Learning Solutions does not discriminate on the basis of race, color, religion, sex, national origin, age, marital status or handicap.

BVLS is committed to proper enrollment of students. At the time of enrollment, BVLS staff will:

- Ensure all items on the enrollment checklist are both complete and accurate.
- Cross reference student data with ADE Connect to ensure student is only reported as a 1.0 apportionment (Full-Time Equivalent) student.
- If conflicts in appointment of 1.0 (either great or less than 1.0) are discovered, BVLS will collaboratively work with other districts and families to resolve any discrepancies.
- Cross-reference and plan for any past or present special education needs.
- Cross-reference and plan for any ELL designations.
- Ensure proper implementation of any 504 Plans.

Describe enrollment procedures that are compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and

documentation collected for student registration once a student is admitted to the school. The Academy shall comply with the application and enrollment requirements identified in this policy.

Enrollment Limits:

The Academy will offer the grade configuration set forth in the charter. The maximum enrollment shall be the number of students as adopted by the Academy Board and reported to the University. The Academy Board will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements:

- Enrollment shall be open to all pupils who reside in the State of Arizona who meet the admission policy.
- The Academy shall allow any pupil who was enrolled in the Academy in the immediately preceding school year to enroll in the Academy unless the appropriate grades are not offered.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing (lottery), as described below.
- A public school academy shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by an Arizona public school.

However, a public school academy may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.
- A child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy. As used in this schedule, “child” includes
- An adopted child or a legal ward.
- Are children, grandchildren or legal wards of any of the following:
 - (a) Employees of the school.
 - (b) Employees of the charter holder.
 - (c) Members of the governing body of the school.

(d) Directors, officers, partners or board members of the charter holder.

Application Process

- The Academy shall make reasonable effort to advertise its enrollment openings.
- The Academy shall make the following additional efforts to recruit pupils who are eligible for special education programs and services or English as a second language services to apply for admission. This includes:
 - Reasonable efforts to advertise all enrollment openings to organizations and media that regularly serve and advocate for individuals with disabilities or children with limited English-speaking ability within the boundaries of the intermediate school district in which centers will be located. The main mode of communication will be social media avenues.
- Inclusion in all pupil recruitment materials, a statement that appropriate special educational services and English as a second language services will be made available to pupils attending the school as required by law. All material will be available in Spanish or other languages as deemed necessary by the demographics of the area(s) served.
- The Academy's open enrollment period shall be a minimum of two weeks (14 calendar days) in duration and shall include evening and weekend times, and will comply with Arizona education law.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the Academy's next open enrollment period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing.
- If there is no waiting list, students shall be admitted on a first-come, first-served basis. BVLS defines first-come as having fully completed the enrollment requirements, not those who simply began the enrolled process first.
- The Academy must document its full compliance with the enrollment and random selection processes and regain such documentation as part of its official records.

Legal Notice or Advertisement:

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation, on school website and social media sites and physically at center locations

- A copy of the legal notice or advertisement and accompanying affidavit of publication shall be maintained in the Academy's official records.

At a minimum, the legal notice or advertisement must include:

1. The process and/or location(s) for requesting and submitting applications.
2. The beginning date and the ending date of the application period.
3. The date, time, and place the random selection drawing(s)/lottery will be held, if needed.

- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy shall be committed to good-faith efforts to seek out, create and serve a diverse student body.

Re-enrolling Students:

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:

1. The number of students who have re-enrolled per grade or grouping level.
2. The number of siblings seeking admission for the upcoming academic year per grade.
3. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
4. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing:

- A random selection drawing is required if the number of applications exceeds the number of available spaces.
- Prior to the application period, the Academy shall:
 - Establish written procedures for conducting a random selection drawing.
 - Establish the maximum number of spaces available per grade or age grouping level.
 - Establish the date, time, place and person to conduct the random selection drawing.
 - Shall use a credible, impartial individual who is not employed by, under contract with,
 - A member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:
 - Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.
 - Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.
 - The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year.
 - Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

(Enrollment form and accompanying documents are model after and developed with the guidance of:

www.innocademy.com

<https://www.successvirtuallearningcentersofmichigan.org/>

A.R.S. §§ 15-828(I), 15-872(H); 42 U.S.C. § 11432(g)(3)(C)(i), A.R.S. §15-828(A)(1)-(3). A.R.S. § 15-802(B). A.R.S. § 15-872. 42 U.S.C. § 2000d et seq.; 34 C.F.R. Part 100. 20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106. 29 U.S.C. § 794; 42 U.S.C. § 12131 457 U.S. 202, 229-30 (1982). 34 C.F.R. § 300.209; 34 C.F.R. §§ 104.2, 104.4, 104.21-104.27. U.S.C. § 1411 et. seq.; 29 U.S.C. § 701 21 42 U.S.C. § 11432(g)(3)(C)(i). 22 20 U.S.C. 7221-7225g. 23)

Section 2

Describe the depth and breadth of curriculum choices: Section 2 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

The AOI School Program offers curriculum aligned to Common Core State Standards and Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document.

Breakthrough Virtual Learning Solutions will align curriculum standards both vertically and horizontally to ensure gaps in knowledge, and scope and sequence challenges, do not occur. The curriculum will be aligned to Arizona state and Common Core standards and will continually be evaluated and modified to ensure optimal effectiveness as described in the Academic Systems Plan attached.

Document must include: Content Area/Grade Level, Course Description, delineation of standards taught, educational methodologies, and evidence of mastery for each course taught.

Please see curriculum planning documents attached.

The AOI High School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.

Pursuit to State Board Rule R7-2-302¹ and additional requirements determined by Breakthrough Virtual Learning Solutions, students must complete the following graduation requirements:

- ELA: 4 credits
- Math:4 credits
 - Algebra 1
 - Geometry
 - Algebra 2
 - 1 other
- Science: 3 credits
 - Biology
 - Physical Science

¹ State Board Rule R7-2-302, <https://cms.azed.gov/home/GetDocumentFile?id=5b5249ae1dcb250d144f2c49>, retrieved June 12, 2019.

- 1 other
- History and Social Science: 3 credits
 - World History
 - U.S. History (including Arizona history)
 - Government/Economics (.5 credits each)
- Fine Arts of Career and Technical Education: 1 credit
- Health/PE: 1 credit
- Additional electives: 6 credits
- Total Credits to Meet Requirements: 22 Credits

In addition to the above graduation requirements, BVLS students must also:

- Pass the required Civics Test with a minimum score of 60 out of 100 (identical to the civics portion of the naturalization test used by the U.S. Citizenship and Immigration Services ²).
- Participate in the AzMERIT testing or test designated by BVLS from the Menu of Assessments available and defined by the Arizona Department of Education (scalable to accountability pursuant to A.R.S. 15-741.02). ³ (NOTE: Arizona is in the process of a 5 year assessment planning. BVLS will adhere to the changing guidelines as new information is available.)
- Development of an Education and Career Action Plan (ECAP).
- Lastly, our goal is to set students up for success beyond our doors. To accomplish this, the school's senior level English class culminates with a capstone project which encompasses the development of a résumé and cover letter, preparation in interviewing skills, and practice and completion of an online profile on a professional job search website.

The AOI School/Program offers concurrent, dual, Honors, or AP credit. (High School Only)

As a high school program specifically designed to differentiate and customize to EACH student, we believe it is just as important to provide interventions/opportunities for our advanced students as it is for our at-risk students. Identification for intellectually advanced students is the same as for any student. Our Relationship Managers and teachers carefully monitor progress and help to match students with the appropriate options to further advance using Edgenuity's LMS, Pulse, and Nationally-normed testing data points along with teacher input. We offer the following programs for our advanced students or for students who excel in one particular area:

² U.S. Citizenship civics test requirements, <https://www.uscis.gov/citizenship/learners/study-test>, retrieved June 10, 2019.

³ A.R.S. 15-741.02 Statute <https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00741-02.htm>, retrieved June 12, 2019.

Differentiated Instruction: BVLS can easily adjust, modify and provide extensions to lessons to provide a higher level of challenge. BVLS's staff are specifically trained in differentiated instruction, the cornerstone of our program.

Dual Enrollment: In collaboration with colleges and universities, dual enrollment credit is available for students who are identified as needing additional challenges and opportunities. BVLS will adhere to all requirements and regulations requirement pursuant to A.R.S. 15-1821.01.

Test-Out: A high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course by demonstrating mastery of the subject matter as determined by a B assessment and Arizona State and Common Core Standards in lieu of a class time. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement. Such a credit will be counted toward the required number of credits needed for graduation but will not be used to determine the student's GPA, pursuant to Arizona Administrative Code R7-2-302.02 ⁴.

Center Directors, Relationship Managers, and teachers will monitor students using our data-driven model of instruction and assessment . However, it is important to note, at Breakthrough Virtual Learning Solutions, we believe all students are gifted in their own unique way. It is the job of our highly-skilled staff to help students identify and cultivate those gifts and talents to their full potential.

The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. (High School Only)

BVLS is intentionally designed to help students achieve success after their time with us. The program is developed to nurture the skill needed to find quality postsecondary opportunities. Some specific ways BVLS accomplishes this is as follows:

Internship Opportunities: We collaborate with local businesses to help students learn the world of work and the skills needed to succeed.

Job Skills Development and Partnerships: We know we have done our job if our students are successful during *and after* their time at BVLS. The critical importance of this benchmark is woven through our curriculum, written in the hearts of our staff and supported by the numerous outside opportunities we provide through internships and

⁴ Arizona Administrative Code R7-2-302.02, https://azsbe.az.gov/sites/default/files/7-02_0.pdf, retrieved June 12, 2019.

job shadowing. By believing in our students, promoting a growth mindset, and showing them positive examples of that in the workforce, we will instill in them the vision of themselves as capable, productive young adults with hope for a future filled with possibilities. These partnerships are critical to creating that vision in our students.

Finally, our goal is to prepare students for success beyond our doors: academically, professionally, and personally. To accomplish this, we offer a variety of elective courses beyond core requirements the school's senior level English class culminates with a capstone project which encompasses the development of a résumé and cover letter, preparation in interviewing skills, and practice and completion of an online profile on a professional job search website

See sample curriculum planning document in ASBCS Online's "Online Help" documents.

Curriculum Planning Document Directions

For each content area taught and for each course required for graduation, a curriculum planning document must be completed. Specific templates are available through ASBCS Online for language arts, math and science. For all other content requirements use the AOI Curriculum Planning Document – Other Content Areas available through ASBCS Online and include all appropriate Strands and Concepts.

See Attachments

Curriculum Planning Document – ELA

Content Area/Grade Level: ELA/Grades 9-10

Course Description: Arizona’s English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Reading Standards for Literature			
Concept 1: Key Ideas & Details	Think/Pair/Share to discuss theme within a fiction text	Critical Lens Essay	
Concept 2: Craft & Structure	Diagram of a Plot	Write a fiction piece containing all parts of a plot	
Concept 3: Integration of Knowledge and Ideas	Model how to cite another’s work into a piece of writing	Accurately cite quotations in MLA format in a piece of writing	
Concept 4: Range of Reading and Level of Text Complexity	Read and discuss variety of genres of text i.e. stories, drama, poetry	Socratic discussion	
Strand 2: Reading Standards for Informational Text			
Concept 1: Key Ideas & Details	Gallery Walk to infer what is taking place and draw conclusions about an image	Graphic organizer	
Concept 2: Craft & Structure	Identify context clues to extrapolate meaning of a word	Write a short story using context clues for vocabulary words	

Concept 3: Integration of Knowledge and Ideas	Compare and contrast primary and secondary sources	Webquest to locate different types of primary/secondary sources	
Concept 4: Range of Reading and Level of Text Complexity	Extrapolate and discuss an article on a current event	Compose a nonfiction piece of writing	
Strand 3: Writing Standards			
Concept 1: Text Types and Purposes	Model how to compose a thesis statement	Write a thesis statement to craft an argument within a text	
Concept 2: Production and Distribution of Writing	Model, examine and analyze parts of a research paper	Write a research paper	
Concept 3: Research to Build and Present Knowledge	Analysis of credible digital and print sources to incorporate into research paper	Webquest to locate different print and digital sources	
Concept 4: Range of Writing	Analyze different genres of writing-reflection, articles, stories, poems, drama	Compose a writing portfolio containing each type of genre of writing	
Strand 4: Speaking and Listening Standards			
Concept 1: Comprehension & Collaboration	Discuss assigned reading in groups and in pairs	Jig-Saw	
Concept 2: Presentation of Knowledge and Ideas	Examine the parts of different types of presentation formats, i.e. Prezi, Microsoft® PowerPoint®, video	PowerPoint Presentation	
Strand 5: Language Standards			

Concept 1: Conventions of Standard English	Model how to use an editing checklist to improve a piece of writing	Use editing checklist to improve a piece of writing	
Concept 2: Knowledge of Language	Utilize Peer Review Checklist	Conduct Peer Review on another's writing	
Concept 3: Vocabulary Acquisition and Use	Locate different reference materials (dictionary/thesaurus) to find pronunciations, meanings, and synonyms of words	Use a dictionary/thesaurus to improve and modify word choice in a piece of writing.	

Curriculum Planning Document – ELA			
Content Area/Grade Level: ELA/Grades 11-12			
Course Description: Arizona’s English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.			
	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Reading Standards for Literature			
Concept 1: Key Ideas & Details	Identify the theme of a short story	Write a short story with a predominant theme	
Concept 2: Craft & Structure	Analyze and discuss the author's point of view	Compose a piece of writing in a specific genre using one of the types of point of view	
Concept 3: Integration of Knowledge and Ideas	Compare and contrast two different pieces of writing with similar themes	Complete a Venn diagram to compare and contrast two other types of writing	
Concept 4: Range of Reading and Level of Text Complexity	Read and discuss variety of genres of text i.e. stories, drama, poetry appropriate to grade 12	Literature circle activity	
Strand 2: Reading Standards for Informational Text			
Concept 1: Key Ideas & Details	List parts of a plot in a piece of fiction	Compose a summary of main events in a text	
Concept 2: Craft & Structure	Read and identify the unique aspects of a haiku poem	Write a haiku poem using correct structure	
Concept 3: Integration of Knowledge and Ideas	Compare and contrast primary and secondary sources	Webquest to locate different types of primary/secondary sources	
Concept 4: Range of Reading and Level of Text Complexity	Read and identify the author’s purpose or message in a newspaper article	Locate an expository text and record the author’s purpose	
Strand 3: Writing Standards			
Concept 1: Text Types and Purposes	Define the author's tone and identify different types of tone in various pieces of writing	Compose two different genres of writing with two different tones appropriate to the genre chosen.	

Concept 2: Production and Distribution of Writing	Peer editing activity	Pair and Share writing activity using track changes and comment features in Word	
Concept 3: Research to Build and Present Knowledge	Compare and contrast credible and non-credible sources	Locate and cite credible sources in proper MLA format	
Concept 4: Range of Writing	Brainstorming writing activity	Journal writing activity using a prompt	
Strand 4: Speaking and Listening Standards			
Concept 1: Comprehension & Collaboration	Discuss a conflict apparent within a text and defend stance or position	Fishbowl activity	
Concept 2: Presentation of Knowledge and Ideas	Model how to deliver an oral presentation	Deliver an oral presentation	
Strand 5: Language Standards			
Concept 1: Conventions of Standard English	Model how to use an editing checklist to improve a piece of writing	Use editing checklist to improve a piece of writing	
Concept 2: Knowledge of Language	Define syntax and diction within different contexts of writing	Revise a paragraph to improve syntax and diction	
Concept 3: Vocabulary Acquisition and Use	Locate a hyperbole and paradox and discuss its meaning within a text as it relates to the author's purpose	Essay to analyze role of hyperbole/paradox as it relates to the author's purpose	

Curriculum Planning Document – Math

Content Area/Grade Level: Algebra I Grades 9-12

Course Description: Students will:

1. Deepen and extend understanding of solving equations and systems.
2. Compare and contrast the difference in behavior between linear and non-linear relationships.
3. Engage in methods of analyzing, solving and using quadratic functions.
4. Apply linear models to data that exhibit a linear trend.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Domain: Number and Quantity			
Cluster 1: The real number system	Quick Write & Share	Quiz	
Cluster 2: Quantities	Cooperative learning activity	Virtual Exit Ticket	
Domain: Algebra			
Cluster 1: Seeing structure in expressions	Jig-Saw Activity	Timed Testing	
Cluster 2: Arithmetic with Polynomials and Rational Expressions	Think-Pair-Share	5-minute presentation	
Cluster 3: Creating Equations	Computer interactive game	Creation of an equation on index card	

Cluster 4: Reasoning with Equations and Inequalities	Mini-white board activity to complete equations	Five-Card Draw - Students work in groups to review equations. Complete mathematical equations on cards, etc. As kids enter room, they take a card. They move about room to find four other students who "fit" their category.	
Domain: Functions			
Cluster 1: Interpreting functions	Response Cards	Math portfolio	
Cluster 2: Building Functions	Think Pads/white boards to record and display answer	Poster presentation	
Cluster 3: Linear, Quadratic, and Exponential Models	Group Graph	Unit Test	
Domain: Statistics and Probability			
Cluster 1: Interpreting Categorical and Quantitative Data	Math Journal	Mind Map	
Cluster 2: Conditional Probability and the Rules of Probability	Think-Aloud	Scavenger Hunt	
Domain: Geometry			
Cluster 1: Identify and describe shapes.	Graphic Organizer	Completed Graphic Organizer	
Cluster 2: Analyze, compare, create, and compose shapes.	Manipulation tool to express shapes	Completion of graph	

Curriculum Planning Document – Math

Content Area/Grade Level: Algebra II Grades 9-12

Course Description: Students will:

- 1. Extend the real number system to the complex number system, representing radicals with rational exponents.**
- 2. Solve and interpret solutions to a variety of equations, inequalities, and systems of equations.**
- 3. Demonstrate competency graphing and interpreting functions extending from linear, quadratic, and exponential with integer exponents to polynomial, radical, rational, exponential with real exponents, logarithmic, trigonometric functions, and piecewise defined functions.**
- 4. Extend simple and compound probability calculations to conditional probability.**

	Educational Delivery Methodologies	Evidence of Mastery	Comments
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Domain: Number and Quantity

Cluster 1: The real number system	Direct instruction to model conversion of exponential to radical form	Mini White Board activity	
Cluster 2: Quantities	Cooperative learning activity	Virtual Exit Ticket	
Cluster 3: The Complex Number System	Metacognitive Markers	Pause & Practice -students submit completed work to demonstrate radicals and rational exponents	

Domain: Algebra

Cluster 1: Seeing structure in expressions	Jig-Saw Activity	Math Journal	
Cluster 2: Arithmetic with Polynomials and Rational Expressions	Video Simulation	Computer based game	
Cluster 3: Creating Equations	SMART board modelling to create an equation	Quiz	

Cluster 4: Reasoning with Equations and Inequalities	Teacher models how to graph systems of two linear equations	Students graph systems of two linear equations and report out	
Domain: Functions			
Cluster 1: Interpreting functions	Round Robin Charts- This strategy involves passing charts among groups to assess understanding. Groups of 4 record an answer to an open-ended question on interpreting functions. Once the students finish with the chart, they pass it on to the next group	Once every group has worked on every chart, responses are discussed as a class.	
Cluster 2: Building Functions	Think Pads/white boards to record and display answer	Poster presentation	
Cluster 3: Linear, Quadratic, and Exponential Models	Completion of a group graph	3-way summaries to capture understanding of interpreting linear, quadratic and exponential models	
Cluster 4: Trigonometric Functions	Khan Academy video explaining definition of trigonometric functions	Quiz on definitions of 6 trigonometric functions	
Domain: Statistics and Probability			
Cluster 1: Interpreting Categorical and Quantitative Data	Students Summarize categorical data for two categories in two-way frequency tables	Whole class discussion board to interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies) -	

<p>Cluster 2: Making Inferences and Justifying Conclusions</p>	<p>Carousel Activity to infer and draw conclusions about equations</p>	<p>3-2-1 Countdown Students record:</p> <p>3 things you didn't know before</p> <p>2 things that surprised you about this topic</p> <p>1 thing you want to start doing with what you've learned</p>	
<p>Cluster 3: Conditional Probability and the Rules of Probability</p>	<p>Think-Aloud</p>	<p>Scavenger Hunt</p>	

Curriculum Planning Document – Math

Content Area/Grade Level: Geometry Grades 9-12

Course Description: Students will:

- 1. Establish criteria for congruence of geometric figures based on rigid motions and constructions.**
- 2. Establish criteria for similarity of geometric figures based on dilations and proportional reasoning.**
- 3. Develop understanding of informal explanations of circumference, area, and volume formulas.**
- 4. Prove geometric theorems.**
- 5. Solve problems involving right triangles.**

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Domain: Number and Quantity			
Cluster 1: Quantity	Direct instruction to model geometric theorems	Completion of geometric theorem on a “ticket out the door.”	
Domain: Geometry			
Cluster 1: Congruence	Carousel activity to compare and contrast geometric constructions	Draw a congruent geometric shape and incongruent shape	
Cluster 2: Similarity, Right Triangles and Trigonometry	Jig-Saw Activity to solve various right triangles	Quiz	
Cluster 3: Circles	Teacher models how to measure the length of a circle, then provides a “Pause and Practice” activity to students for application of learning	Cooperative learning activity to find length of arc of circles	
Cluster 4: Expressing Geometric Properties with Equations	Direct instruction to model Pythagorean theorem	Students will derive the equation of a circle using the Pythagorean theorem	

Cluster 5: Geometric Measurement and Dimension	Virtual simulation to model geometric measurement	Completion of a learning manipulative	
Cluster 6: Modeling with Geometry	Locate numerous geometric shapes in various architectural images	Students complete a word problem to calculate measurements of spaces within a floor plan using geometric shapes	

Curriculum Planning Document – Science

Content Area/Grade Level: Integrated Science Grades 9-12

Course Description: The first semester of Integrated Science provides an introduction to the world of chemistry. The course begins by providing an introduction to science as a whole and the basic methods and tools that scientists use to produce meaningful results. Students then explore the structure and properties of matter and how matter changes in response to energy. Next, students practice reading and interpreting the information within the periodic table as well as chemical names, formulas, equations, and models. Students also discover the types and properties of reactions, mixtures, solutions, acids, and bases. Finally, students examine both the scientific principles and the human applications of nuclear reactions. Throughout the course, students explore the historical perspectives and modern social implication of the course topics. The second semester of Integrated Science provides an introduction to the world of physics. The course starts out by building a foundation of what it means to be scientific by describing the ways scientists think, communicate, and do their jobs. Next, students cover important aspects of motion and force, including the motion of fluids and how motion relates to Newton’s laws. Building up from these fundamentals, students then explore the topics of thermodynamics, energy, work, and machines. The nature and properties of waves are covered next, and then the course ends by examining electricity and magnetism. Throughout the course, students parallel their investigation into the scientific method with a course project that introduces them to the field and processes of engineering.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Inquiry Process			
Concept 1: Observations, Questions, and Hypotheses	POGIL activity (http://faculty.ivytech.edu/~bsipe/CHEM101/PL/01.pdf)	Take home quiz	
Concept 2: Scientific Testing (Investigating and Modeling)	Virtual Lab (https://www.praxilabs.com/en/virtual-labs)	Group project	
Concept 3: Analysis and Conclusions	Direct instruction through Powerpoint presentation	Group project	
Concept 4: Communication	Presentation of group projects	Discussion board	
Strand 2: History and Nature of Science			
Concept 1: History of Science as a Human Endeavor	Video: Science and Evolving Technology (https://dod.defense.gov/News/Special-Reports/0715_science-tech/)	Individual project	

Concept 2: Nature of Scientific Knowledge	Cooperative learning activity (http://www.indiana.edu/~ensiweb/lessons/unt.n.s.html)	Exit ticket	
Strand 3: Science in Personal and Social Perspectives			
Concept 1: Changes in Environments	Biology		
Concept 2: Science and Technology in Society	Biology		
Strand 4: Life Science			
Concept 1: Characteristics of Organisms	Biology		
Concept 2: Life Cycles	Biology		
Concept 3: Organisms and Environments	Biology		
Concept 4: Diversity, Adaptation, and Behavior	Biology		
Strand 5: Physical Science			
Concept 1: Properties of Objects and Materials	Virtual Lab (https://www.praxilabs.com/en/virtual-labs)	Discussion board	
Concept 2: Position and Motion of Objects	Video: Newton's Laws: Crash Course Physics #5 (https://www.youtube.com/watch?v=kKKM8Y-u7ds)	Lesson quiz	
Concept 3: Energy and Magnetism	Direct instruction through Powerpoint presentation (http://www.uwyo.edu/scienceposse/resources/lesson-plans/former-fellow-lesson-plans/luke-dosiek/luke-dosiek-fun-with-electricity-and-magnetism.pdf)	One page summary of lesson	

Concept 4: Chemical Reaction	Direct instruction through teacher-made video (https://betterlesson.com/lesson/635759/introduction-to-chemical-reactions)	Lab write up	
Concept 5: Interactions of Energy and Matter	Direct instruction through SMART Board modeling (https://betterlesson.com/lesson/636466/electrical-energy-matters?from=search)	Lesson quiz	
Strand 6: Earth and Space Science			
Concept 1: Properties of Earth Materials	Earth Science		
Concept 2: Earth's Processes and Systems	Earth Science		
Concept 3: Changes in the Earth and Sky	Earth Science		

Curriculum Planning Document – Science

Content Area/Grade Level: Physical Science Grades 9-12

Course Description: Full-year course that focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Inquiry Process			
Concept 1: Observations, Questions, and Hypotheses	POGIL activity (http://faculty.ivytech.edu/~bsipe/CHEM101/PL/01.pdf)	Take home quiz	
Concept 2: Scientific Testing (Investigating and Modeling)	Virtual Lab (https://www.praxilabs.com/en/virtual-labs)	Online group project to create own lab experiment	
Concept 3: Analysis, Conclusions, and Refinements	Direct instruction to model what the analysis of lab results looks like using virtual lab completed prior to this lesson	Extension of previous group project to include performing the experiment and conducting an analysis of the results	
Concept 4: Communication	Presentation of group projects	Discussion board to post and respond to feedback on projects	

Strand 2: History and Nature of Science

Concept 1: History of Science as a Human Endeavor	Video on how science has evolved over time due to the work of scientists and emerging technology (https://dod.defense.gov/News/Special-Reports/0715_science-tech/)	Individual project on a scientist who has made a major contribution to society	
Concept 2: Nature of Scientific Knowledge	Cooperative learning activity where students use their prior knowledge to construct where scientific knowledge stems from (http://www.indiana.edu/~ensiweb/lessons/unt.n.s.html)	Exit ticket where students show they can develop questions from observations that transition into a testable hypothesis	
Strand 3: Science in Personal and Social Perspectives			
Concept 1: Changes in Environments	Environmental Science		
Concept 2: Science and Technology in Society	Environmental Science		
Strand 4: Life Science			
Concept 1: The Cell	Biology		
Concept 2: Molecular Basis of Heredity	Biology		
Concept 3: Interdependence of Organisms	Biology		
Concept 4: Biological Evolution	Biology		
Concept 5: Matter, Energy, and Organization in Living Systems (Including Human Systems)	Environmental Science		

Concept 2: Motion and Forces	Think/Pair/Share to discuss Khan Academy “Forces and Newton’s laws of motion” video https://www.khanacademy.org/science/physics/forces-newtons-laws/newtons-laws-of-motion/v/newton-s-1st-law-of-motion?modal=1)	Bridge project (using knowledge of motion and the principles that explain it, students will design a bridge)	
Concept 3: Transfer of Energy	Direct instruction on the difference between radiation, conduction, and convection (Powerpoint Link)	Lesson quiz	
Strand 5: Physical Science			
Concept 1: Structure and Properties of Matter	SMART board modeling the diagram of an atom (https://www.universetoday.com/56469/atom-diagram/)	Diagram labeling lesson quiz	
Concept 2: Motions and Forces	Think/Pair/Share to discuss Khan Academy “Forces and Newton’s laws of motion” video https://www.khanacademy.org/science/physics/forces-newtons-laws/newtons-laws-of-motion/v/newton-s-1st-law-of-motion?modal=1)	Bridge project (using knowledge of motion and the principles that explain it, students will design a bridge)	
Concept 3: Conservation of Energy and Increase in Disorder	Video on the explanation of a car accident and the ways in which energy is transferred between systems (https://www.youtube.com/watch?v=v9ML4GA47Rg)	Discussion post asking students to identify the potential and kinetic energy of a snowboarder on a halfpipe	
Concept 4: Chemical Reactions	Virtual lab (https://my.hrw.com/sh2/sh07_10/student/flash/virtual_investigations/hst/rea/hst_rea_vi.html)	Exit ticket where students answer summary questions	

Concept 5: Interactions of Energy and Matter	Reading: <i>Matter has Mass and Volume</i> (http://www2.cuny.edu/wp-content/uploads/sites/4/media-assets/CCF-Science-Unit-2.pdf)	Sentence starter homework handout (“Mass is...”, “Volume is...”, “An example of an interaction would be...”, etc.)	
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Strand 6: Earth and Space Science

Concept 1: Geochemical Cycles	Earth Science		
Concept 2: Energy in the Earth System (Both Internal and External)	Earth Science		
Concept 3: Origin and Evolution of the Earth System	Earth Science		
Concept 4: Origin and Evolution of the Universe	Earth Science		

Curriculum Planning Document – Science

Content Area/Grade Level: Biology Grades 9-12

Course Description: Two-semester course that engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. The course includes both hands-on wet lands and virtual lab options.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Inquiry Process			
Concept 1: Observations, Questions, and Hypotheses	POGIL activity (http://faculty.ivytech.edu/~bsipe/CHEM101/PL/01.pdf)	Take home quiz	
Concept 2: Scientific Testing (Investigating and Modeling)	Virtual Lab (https://www.praxilabs.com/en/virtual-labs)	Online group project to create own lab experiment	
Concept 3: Analysis, Conclusions, and Refinements	Direct instruction to model what the analysis of lab results looks like using virtual lab completed prior to this lesson	Extension of previous group project to include performing the experiment and conducting an analysis of the results	
Concept 4: Communication	Presentation of group projects	Discussion board to post and respond to feedback on projects	
Strand 2: History and Nature of Science			
Concept 1: History of Science as a Human Endeavor	Video on how science has evolved over time due to the work of scientists and emerging technology (https://dod.defense.gov/News/Special-Reports/0715_science-tech/)	Individual project on a scientist who has made a major contribution to society	

Concept 2: Nature of Scientific Knowledge	Cooperative learning activity where students use their prior knowledge to construct where scientific knowledge stems from (http://www.indiana.edu/~ensiweb/lessons/unt.n.s.html)	Exit ticket where students show they can develop questions from observations that transition into a testable hypothesis	
Strand 3: Science in Personal and Social Perspectives			
Concept 1: Changes in Environments	Environmental Science		
Concept 2: Science and Technology in Society	Environmental Science		
Strand 4: Life Science			
Concept 1: The Cell	Diagram and Explanation of a cell	Lesson quiz	
Concept 2: Molecular Basis of Heredity	Direct instruction and video presentation on DNA structure, replication, translation, and transcription	Lesson quiz	
Concept 3: Interdependence of Organisms	SMART board modeling a flow chart on organism interdependence	Mini white board activity where students create their own flow chart	
Concept 4: Biological Evolution	Think/Pair/Share to discuss Khan Academy "Evolution and the tree of life" video	Dinosaur evolution project allowing students to use their imagination and new knowledge	
Concept 5: Matter, Energy, and Organization in Living Systems (Including Human Systems)	Environmental Science		

Concept 2: Motion and Forces	Physical Science		
Concept 3: Transfer of Energy	Physical Science		
Strand 5: Physical Science			
Concept 1: Structure and Properties of Matter	Physical Science		
Concept 2: Motions and Forces	Physical Science		
Concept 3: Conservation of Energy and Increase in Disorder	Physical Science		
Concept 4: Chemical Reactions	Physical Science		
Concept 5: Interactions of Energy and Matter	Physical Science		
Strand 6: Earth and Space Science			
Concept 1: Geochemical Cycles	Earth Science		
Concept 2: Energy in the Earth System (Both Internal and External)	Earth Science		
Concept 3: Origin and Evolution of the Earth System	Earth Science		
Concept 4: Origin and Evolution of the Universe	Earth Science		

Curriculum Planning Document – Science

Content Area/Grade Level: Earth Science Grades 9-12

Course Description: This dynamic course explores the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
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Strand 1: Inquiry Process

Concept 1: Observations, Questions, and Hypotheses	POGIL activity (http://faculty.ivytech.edu/~bsipe/CHEM101/PL/01.pdf)	Take home quiz	
Concept 2: Scientific Testing (Investigating and Modeling)	Virtual Lab (https://www.praxilabs.com/en/virtual-labs)	Online group project to create own lab experiment	
Concept 3: Analysis, Conclusions, and Refinements	Direct instruction to model what the analysis of lab results looks like using virtual lab completed prior to this lesson	Extension of previous group project to include performing the experiment and conducting an analysis of the results	
Concept 4: Communication	Presentation of group projects	Discussion board to post and respond to feedback on projects	

Strand 2: History and Nature of Science

Concept 1: History of Science as a Human Endeavor	Video on how science has evolved over time due to the work of scientists and emerging technology (https://dod.defense.gov/News/Special-Reports/0715_science-tech/)	Individual project on a scientist who has made a major contribution to society	
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Concept 2: Nature of Scientific Knowledge	Cooperative learning activity where students use their prior knowledge to construct where scientific knowledge stems from (http://www.indiana.edu/~ensiweb/lessons/unt.n.s.html)	Exit ticket where students show they can develop questions from observations that transition into a testable hypothesis	
Strand 3: Science in Personal and Social Perspectives			
Concept 1: Changes in Environments	Environmental Science		
Concept 2: Science and Technology in Society	Environmental Science		
Strand 4: Life Science			
Concept 1: The Cell	Biology		
Concept 2: Molecular Basis of Heredity	Biology		
Concept 3: Interdependence of Organisms	Biology		
Concept 4: Biological Evolution	Biology		
Concept 5: Matter, Energy, and Organization in Living Systems (Including Human Systems)	Environmental Science		
Concept 2: Motion and Forces	Physical Science		
Concept 3: Transfer of Energy	Physical Science		
Strand 5: Physical Science			
Concept 1: Structure and Properties of Matter	Physical Science		
Concept 2: Motions and Forces	Physical Science		
Concept 3: Conservation of Energy	Physical Science		

and Increase in Disorder			
Concept 4: Chemical Reactions	Physical Science		
Concept 5: Interactions of Energy and Matter	Physical Science		
Strand 6: Earth and Space Science			
Concept 1: Geochemical Cycles	Direct instruction and modeling of the carbon, nitrogen, and phosphorus cycles http://www.envirothon.org/pdf/CG/nutrient_cycles.pdf	Partner activity matching definitions to terms	
Concept 2: Energy in the Earth System (Both Internal and External)	Group activity in which students learn and teach each other about one of the four following options: geosphere, biosphere, hydrosphere, and atmosphere https://betterlesson.com/lesson/634345/the-earth-s-systems?from=cc_lesson	Constructed responses assignment	
Concept 3: Origin and Evolution of the Earth System	<i>The Story of Earth</i> film by National Geographic https://www.youtube.com/watch?v=z5VKVASx7Xs	Quiz over the formation of the Earth, moon, and land	
Concept 4: Origin and Evolution of the Universe	Direct instruction followed by “The Powers of Ten” online learning tool (gives students a perspective on earth, space, and our place in it) http://sciencenetlinks.com/tools/powers-of-ten/	“Design Your Own Universe” learning tool	

Curriculum Planning Document – Other

Content Area/Grade Level: Economics Grades 9-12

Economics: Available as either a semester or a full year, this course invites students to broaden their understanding of how economic concepts apply to their everyday lives- including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essay in informative and argumentative formats.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
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Strand 1: Modern World History

Concept 1: Research Skills for History	Modern World History		
Concept 2: Early Civilizations	Modern World History		
Concept 3: World in Transition	Modern World History		
Concept 4: Renaissance and Reformation	Modern World History		
Concept 5: Encounters and Exchange	Modern World History		
Concept 6: Age of Revolution	Modern World History		
Concept 7: Age of Imperialism	Modern World History		
Concept 8: World at War	Modern World History		
Concept 9: Contemporary World	Modern World History		

Strand 2: U.S. History I

Concept 1: Research Skills for History	U.S. History I		
Concept 2: Early Civilizations	U.S. History I		
Concept 3: Exploration and Colonization	U.S. History I		
Concept 4: Revolution and New Nation	U.S. History I		
Concept 5: Westward Expansion	U.S. History I		
Concept 6: Civil War and Reconstruction	U.S. History I		

Concept 7: Emergence of the Modern United State	U.S. History I		
Concept 8: Great Depression and World War II	U.S. History I		
Concept 9: Postwar United States	U.S. History I		
Concept 10: Contemporary United States	U.S. History I		
Strand 3: U.S. Government			
Concept 1: Foundations of Government	U.S. Government		
Concept 2: Structure of Government	U.S. Government		
Concept 3: Functions of Government	U.S. Government		
Concept 4: Rights, Responsibilities, and Roles of Citizenship	U.S. Government		
Concept 5: Government Systems of the World	U.S. Government		
Strand 4: Economics			
Concept 1: Foundations of Economics	Video: <i>Five Foundations of Economics</i> (https://www.youtube.com/watch?v=4EFLI8EtY5I)	Quiz over film	
Concept 2: Microeconomics	Microeconomics Khan Academy lesson (https://www.khanacademy.org/economics-finance-domain/microeconomics)	Informative Essay	
Concept 3: Macroeconomics	Video: The Federal Reserve System (https://www.federalreserve.gov/aboutthefed.htm)	Discussion Board	
Concept 4: Global Economics	Text: International Economics (https://dl1.cuni.cz/pluginfile.php/265896/mod_resource/content/1/Krugman%20C%20Obstfeld_International%20Economics.pdf)	Comparative Analysis Mini Essay	

Concept 5: Personal Finance	Direct instruction through powerpoint on relevant finance skills like managing a salary, buying a car, and avoiding debt (Powerpoint Link)	Unit exam	
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Curriculum Planning Document – Other

Content Area/Grade Level: U.S. Government Grades 9-12

U.S. Government: This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organization in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Modern World History			
Concept 1: Research Skills for History	Modern World History		
Concept 2: Early Civilizations	Modern World History		
Concept 3: World in Transition	Modern World History		
Concept 4: Renaissance and Reformation	Modern World History		
Concept 5: Encounters and Exchange	Modern World History		
Concept 6: Age of Revolution	Modern World History		
Concept 7: Age of Imperialism	Modern World History		
Concept 8: World at War	Modern World History		
Concept 9: Contemporary World	Modern World History		
Strand 2: U.S. History I			
Concept 1: Research Skills for History	U.S. History I		
Concept 2: Early Civilizations	U.S. History I		
Concept 3: Exploration and Colonization	U.S. History I		
Concept 4: Revolution and New Nation	U.S. History I		
Concept 5: Westward Expansion	U.S. History I		

Concept 6: Civil War and Reconstruction	U.S. History I		
Concept 7: Emergence of the Modern United State	U.S. History I		
Concept 8: Great Depression and World War II	U.S. History I		
Concept 9: Postwar United States	U.S. History I		
Concept 10: Contemporary United States	U.S. History I		
Strand 3: U.S. Government			
Concept 1: Foundations of Government	Video: The Articles to the Constitution (https://www.khanacademy.org/humanities/us-history/road-to-revolution/creating-a-nation/v/the-us-constitution)	Lesson quiz	
Concept 2: Structure of Government	Video: Federalism (https://www.youtube.com/watch?v=J0gosGXSgsl)	Discussion Board	
Concept 3: Functions of Government	Case Review: Dred Scott (https://www.oyez.org/cases/1850-1900/60us393)	Argumentative Essay	
Concept 4: Rights, Responsibilities, and Roles of Citizenship	Video: Citizens and Their Government (https://www.youtube.com/watch?v=n1NocwAU_CY)	Political Cartoon Project	
Concept 5: Government Systems of the World	Text: Spheres of Influence (https://www.britannica.com/topic/sphere-of-influence)	Venn Diagram Lesson quiz	
Strand 4: Economics			
Concept 1: Foundations of Economics	Economics		
Concept 2: Microeconomics	Economics		
Concept 3: Macroeconomics	Economics		
Concept 4: Global Economics	Economics		
Concept 5: Personal Finance	Economics		

Curriculum Planning Document – Other

Content Area/Grade Level: U.S. History I Grades 9-12

U.S. History I: U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Modern World History			
Concept 1: Research Skills for History	Modern World History		
Concept 2: Early Civilizations	Modern World History		
Concept 3: World in Transition	Modern World History		
Concept 4: Renaissance and Reformation	Modern World History		
Concept 5: Encounters and Exchange	Modern World History		
Concept 6: Age of Revolution	Modern World History		
Concept 7: Age of Imperialism	Modern World History		
Concept 8: World at War	Modern World History		
Concept 9: Contemporary World	Modern World History		
Strand 2: U.S. History I			
Concept 1: Research Skills for History	Document Comparison: Articles of Confederation and Benjamin Franklin’s Albany Plan of Union (http://pursuitofdemocracy.weebly.com/albany-plan--articles-of-confederation.html)	Lesson quiz	
Concept 2: Early Civilizations	Text: Native American Cultures (https://www.history.com/topics/native-american-history/native-american-cultures)	Discussion board	

Concept 3: Exploration and Colonization	<i>Exploration of North America</i> history.com video (https://www.history.com/topics/exploration/exploration-of-north-america)	Group project: creation of exploration and colonization map	
Concept 4: Revolution and New Nation	Interactive virtual learning module on “The New Nation” (https://www.learner.org/courses/amerhistory/units/6/)	Discussion board	
Concept 5: Westward Expansion	Annotated Map: Western Trails (http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u3/)	Unit exam	
Concept 6: Civil War and Reconstruction	7 Video Lessons from facinghistory.org that explain the Civil War and Reconstruction era (https://www.facinghistory.org/reconstruction-era/lessons)	Individual project: creation of Civil War and Reconstruction timeline	
Concept 7: Emergence of the Modern United State	Direct instruction on the Suffrage Movement (Powerpoint Link)	Lesson quiz	
Concept 8: Great Depression and World War II	Video: Early World War II, Part I (https://www.youtube.com/watch?v=Objoad6rG6U)	Discussion board	
Concept 9: Postwar United States	SMART board presentation on the economic boom and social transformation of postwar United States (http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/postwar/)	Lesson quiz on answering questions about a historical map	
Concept 10: Contemporary United States	Text: Patriot Act & Homeland Security (http://bok.ahima.org/doc?oid=106172#.XQkLwy2ZNAY)	Group project on Presidents from this Era	
Strand 3: U.S. Government			
Concept 1: Foundations of Government	U.S. Government		

Concept 2: Structure of Government	U.S. Government		
Concept 3: Functions of Government	U.S. Government		
Concept 4: Rights, Responsibilities, and Roles of Citizenship	U.S. Government		
Concept 5: Government Systems of the World	U.S. Government		
Strand 4: Economics			
Concept 1: Foundations of Economics	Economics		
Concept 2: Microeconomics	Economics		
Concept 3: Macroeconomics	Economics		
Concept 4: Global Economics	Economics		
Concept 5: Personal Finance	Economics		

Curriculum Planning Document – Other

Content Area/Grade Level: Modern World History Grades 9-12

Modern World History: This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Modern World History			
Concept 1: Research Skills for History	Online research skills module (https://www.teacherspayteachers.com/Product/Online-Research-Skills-Complete-10-Module-Unit-1986527)	Short research paper on important historian	
Concept 2: Early Civilizations	<i>Best of Ancient Civilization: Best Documentary 2017</i> Video (https://www.youtube.com/watch?v=xQy9ZCsV4so)	Make a timeline including all main early civilizations	
Concept 3: World in Transition	<i>Inquiry-Based Lessons in World History: Global Expansion to the Post-9/11 World (Vol. 2)</i> Reading (https://www.prufrock.com/Inquiry-Based-Lessons-in-World-History-Global-Expansion-to-the-Post-911-World-Vol-2-P3294.aspx)	Unit quiz	
Concept 4: Renaissance and Reformation	Examine trade route map, letter by Lorenzo de Medici, and view <i>Da Vinci's World: Engineering an Empire</i> video (https://www.youtube.com/watch?v=2MWyM8oDS54)	Exit Slip: "How did Lorenzo de Medici's family values shape the origins of the Renaissance?"	

Concept 5: Encounters and Exchange	Direct instruction via Powerpoint of encounters/exchanges in both the past and present (https://wgvu.pbslearningmedia.org/subjects/social-studies/world-history/exchange-and-encounter-300-1000/)	Discussion board	
Concept 6: Age of Revolution	Direct instruction via Powerpoint on topics including nationalism, industrialism, mercantilism, capitalism, liberalism, socialism, communism, imperialism, and colonialism (http://oliverworldhistory.weebly.com/unit-five-i--age-of-revolution.html)	Vocabulary focused unit quiz	
Concept 7: Age of Imperialism	<i>Industrialization and Imperialism</i> Khan Academy Video (https://www.khanacademy.org/humanities/world-history/1600s-1800s/imperialism/v/in-dustrialization-and-imperialism)	Unit test	
Concept 8: World at War	Textbook reading and lectures laying out a political, diplomatic, and military overview of world wars (https://www.amazon.com/Encyclopedia-World-War-Political-Military/dp/1851094202)	Response paper to <i>The War</i> , a documentary by Ken Burns	
Concept 9: Contemporary World	Contemporary World History textbook readings (https://www.amazon.com/Contemporary-World-History-William-Duiker/dp/0495572713)	Current event podcast project	
Strand 2: U.S. History I			
Concept 1: Research Skills for History	U.S. History I		
Concept 2: Early Civilizations	U.S. History I		

Concept 3: Exploration and Colonization	U.S. History I		
Concept 4: Revolution and New Nation	U.S. History I		
Concept 5: Westward Expansion	U.S. History I		
Concept 6: Civil War and Reconstruction	U.S. History I		
Concept 7: Emergence of the Modern United State	U.S. History I		
Concept 8: Great Depression and World War II	U.S. History I		
Concept 9: Postwar United States	U.S. History I		
Concept 10: Contemporary United States	U.S. History I		
Strand 3: U.S. Government			
Concept 1: Foundations of Government	U.S. Government		
Concept 2: Structure of Government	U.S. Government		
Concept 3: Functions of Government	U.S. Government		
Concept 4: Rights, Responsibilities, and Roles of Citizenship	U.S. Government		
Concept 5: Government Systems of the World	U.S. Government		
Strand 4: Economics			
Concept 1: Foundations of Economics	Economics		
Concept 2: Microeconomics	Economics		
Concept 3: Macroeconomics	Economics		
Concept 4: Global Economics	Economics		
Concept 5: Personal Finance	Economics		

Curriculum Planning Document – Other

Content Area/Grade Level: Personal Finance Grades 9-12

Course Description: Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit, as well as saving and investing.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Making Personal Finance Decisions			
Concept 1: Choices	Allowance Allocation Game (https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-One1.pdf)	Lesson quiz	
Strand 2: Making Money			
Concept 1: Career Planning	Direct instruction through Powerpoint presentation (https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-Two.pdf)	Create a resume	
Strand 3: The Art of Budgeting			
Concept 1: Financial Goals	Direction instruction through SMART Board modeling (https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-Three1.pdf)	Discussion Board	
Strand 4: Living on Your Own			
Concept 1: Buying a Home	Activity Sheet (https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-Five.pdf)	Lesson quiz	
Strand 5: Banking Services			
Concept 1: Credit and Credit Cards	Worksheet packet (https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-Seven.pdf)	Lesson quiz	

Concept 2: Saving and Investing	“Keeping a Running Balance” worksheet (https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-Six.pdf)	Vocabulary quiz	
Strand 6: Cars and Loans			
Concept 1: Costs of Operating and Owning a Motor Vehicle	Video: Financing or Leasing a Car (https://www.consumer.ftc.gov/articles/0056-financing-or-leasing-car)	Discussion Board	
Strand 6: The Influence of Advertising			
Concept 1: Consumer Awareness	Direct instruction through Powerpoint presentation (https://www.incharge.org/financial-literacy/resources-for-teachers/high-school/)	Lesson quiz	

Curriculum Planning Document – Other

Content Area/Grade Level: Grades 9-12 Spanish I

Course Description: Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Communication			
Concept 1: Interpersonal Communication	Vocabulary Sheet: La Escuela (https://quizlet.com/28054654/school-vocabulary-el-vocabulario-de-la-escuela-spanish-1-flash-cards/)	Mock Interview with Teacher using basic vocabulary structure	
Concept 2: Interpretive Listening	Inspired Beginners Spanish Podcast 7- “Las Compras” (https://www.notesinspanish.com/2007/07/27/inspired-beginners-spanish-podcast-7-las-compras/)	Discussion Board	
Concept 3: Interpretive Reading	Reading: <i>Berto Y Sus Buenas Ideas</i> (https://www.amazon.com/Berto-sus-buenas-ideas-Spanish/dp/1603720707)	Unit test	
Concept 4: Presentational Speaking	Text: Application: Mi Escuela	Unit project	
Concept 5: Presentational Writing	Novel: <i>El Viaje de su vida</i> (https://www.tprsbooks.com/shop/el-viaje-de-su-vida/)	Written Assignment	
Strand 2: Cultural Competencies			
Concept 1: Cultures	Text: Culture Connection: Los predictores culturales de Venezuela	Virtual Group Project	
Concept 2: Connections	Direct instruction through Powerpoint presentation: Spanish Speaking	Venn Diagram Project	

	Countries (Powerpoint Link)		
Concept 3: Comparisons	Text: Guatemala y los Estados Unidos (https://www.afs.org.gt/countries/estados-unidos/)	Discussion Board	
Concept 4: Communities	Video: <i>The Animated History of Spain</i> (https://www.youtube.com/watch?v=nPcfZLaMoAo)	Video quiz	

Curriculum Planning Document – Other

Content Area/Grade Level: Grades 9-12 Spanish 2

Course Description: High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Communication			
Concept 1: Interpersonal Communication	Grammar: El presente de indicativo (https://espanol.lingolia.com/en/grammar/tenses/presente)	Vocabulary test	
Concept 2: Interpretive Listening	Audiria podcast: “Las vacaciones de agosto” (Podcast Link)	Discussion board	
Concept 3: Interpretive Reading	Novel: “El chaman de la tribu” by Ricardo Alcantara and supplemental vocabulary sheet (https://www.goodreads.com/book/show/28674830-el-cham-n-de-la-tribu)	Reading quiz	
Concept 4: Presentational Speaking	Reading over argumentative essay examples (in Spanish)	Group Oral Presentation	
Concept 5: Presentational Writing	<i>When Two Worlds Collide</i> Documentary (https://www.youtube.com/watch?v=Qe9Zy bqKOLg)	5 paragraph written assignment on the film	
Strand 2: Cultural Competencies			
Concept 1: Cultures	Text: “A Tribute to Miro” (http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Miro)	Student create their own painting based on their cultural surroundings	

Concept 2: Connections	Documentary: <i>Discovering Spanish Cultural Awareness</i> (https://www.youtube.com/watch?v=GtW7nN6ZAlc)	Powerpoint presentation assignment on a Spanish country	
Concept 3: Comparisons	Direct instruction through a Powerpoint presentation on Spanish-speaking countries in South America (Powerpoint Link)	Discussion board	
Concept 4: Communities	Text: Culture Connection: Puerto Rican Culture Around the World (https://welcome.topuertorico.org/life.shtml)	Unit test	

Curriculum Planning Document – Other

Content Area/Grade Level: Grades 9-12 Spanish 3

Course Description: In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language study: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Communication			
Concept 1: Interpersonal Communication	Lee y escucha (Read and listen)	Unit project	
Concept 2: Interpretive Listening	Duolingo Spanish Podcast, Episode 3: “Memorias y milanesas” (https://podcast.duolingo.com/episode-3-memorias-y-milanesas)	Short answer response questions	
Concept 3: Interpretive Reading	Novel: <i>El Príncipe de la niebla</i> (“The Prince of Mist”) by Carlos Ruiz Zafon (https://www.amazon.com/Pr%C3%ADncipe-Niebla-Carlos-Ruiz-Zaf%C3%B3n-ebook/dp/B0064RAPZ8)	Group project	
Concept 4: Presentational Speaking	Readings: Samples of Spanish News Articles (https://libguides.mit.edu/flnewspapers/spanish)	Independent Oral Presentation	
Concept 5: Presentational Writing	Escucha y escribe	Written assignment	
Strand 2: Cultural Competencies			
Concept 1: Cultures	Novel: <i>El entonado</i> (“The Witness”) by Juan Jose Saer (https://www.amazon.com/entonado-Spanish-Juan-Jos%C3%A9-Saer/dp/9968636258)	Reading comprehension test	

Concept 2: Connections	<i>El Salvador</i> Documentary (https://www.youtube.com/watch?v=8H0Xdld_nYo)in	Discussion board	
Concept 3: Comparisons	Infographic: Life in Spain vs. Life in USA (https://takelessons.com/blog/life-in-spain-vs-us-z03)	Creation of own infographic	
Concept 4: Communities	BBC Mundo Article: “Encerrados sin ser culpables” (http://news.bbc.co.uk/1/hi/spanish/international/newsid_7460000/7460946.stm)	Project on a BBC Mundo article of student choice	

Curriculum Planning Document – Other

Content Area/Grade Level: Grades 9-12 Health

Course Description: This course provides an overview of how behavior affects health. The broad range of topics include nutrition and physical activity; growth, development; injury and safety prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. Students will explore how the choices they make about their bodies affect both their present and their future. They will also be given the tools to make informed decisions to better their health.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts			
Concept 1: Understand Relationship between Health Behaviors and Health	Direct Instruction through Powerpoint presentation (https://science.education.nih.gov/supplements/webversions/behaviors/guide/lesson1.html)	Discussion Board	
Concept 2: Understanding Multiple Dimensions of Health	Wellness Wheel Activity (http://www.projectschoollwellness.com/wellness-basics-the-wellness-wheel/)	Lesson quiz	
Concept 3: Understanding Personal Health	Air and Water Pollution Presentation (https://www.slideshare.net/Vibekananda15/air-and-water-pollution-62286642)	Group project	
Concept 4: Understanding Prevention of Injuries and Health Problems	Article: <i>10 Common Running Injuries: Prevention and Treatment</i> (https://www.webmd.com/fitness-exercise/guide/running-injuries-causes-prevention-treatment#1)	Independent Project	

Concept 5: Understanding Use of Health Care	Khan Academy "Introduction to the U.S. Health Care System" Video (https://www.khanacademy.org/partner-content/brookings-institution/introduction-to-healthcare/v/introduction-to-health-care)	Lesson quiz	
Concept 6: Understanding Healthy vs. Unhealthy Behavior	Direct Instruction through Powerpoint presentation: How Alcohol Use Can Affect School, Family, and Community	Creation of own Powerpoint presentation	
Strand 2: Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	Graphic Organizer (https://drive.google.com/drive/folders/0B6RzG9AuQF-DUUNvRGIwMEhHT1k)	Lesson quiz	
Concept 2: Internal Influences on Personal Health	Graphic Organizer (https://drive.google.com/drive/folders/0B6RzG9AuQF-DUUNvRGIwMEhHT1k)	Group project	
Concept 3: Influence of Public Policy on Health	Video: <i>Healthy Living: Public Policy Makes a Difference</i> (https://www.youtube.com/watch?v=nH-iAXEnb5k)	Multimedia presentation	
Strand 3: Access to Health Information, Products, and Services to Enhance Health			
Concept 1: Knowledge of Sources of Help	National Institute of Mental Health Article (https://www.nimh.nih.gov/index.shtml)	Exit ticket	
Concept 2: Accessing Help	Ted Talk: "Asking for help is a strength, not a weakness" (https://www.ted.com/talks/michele_l_sullivan_asking_for_help_is_a_strength_not_a_weakness/up-next?language=en)	Written assignment	
Strand 4: Use of Interpersonal Communication Skills to Enhance Health			

Concept 1: Communication to Enhance Help	Positive Relationships Presentation (Presentation Link)	Interactive Independent Project	
Concept 2: Self Protection and Dealing with Conflict	Social Support Worksheet (https://www.therapistaid.com/therapy-worksheet/social-support/relationships/none)	Lesson quiz	
Concept 3: Asking for Help	Direct Instruction on different avenues of health help	Unit test	
Strand 5: Use of Decision-Making Skills to Enhance Health			
Concept 1: Influences on Health Decision Making	Prezi Presentation (https://prezi.com/srx8ufv2w164/influences-on-health-decision-making-and-risk-behaviours/)	Discussion Board	
Concept 2: Application of Decision-Making Skills to Health	Prezi Presentation (https://prezi.com/srx8ufv2w164/influences-on-health-decision-making-and-risk-behaviours/)	Group project	
Strand 6: Use of Goal-Setting Skills to Enhance Health			
Concept 1: Assessment of Health	Direct instruction on article: <i>6 Fitness Tests to Gauge Your Overall Progress</i> (https://aaptiv.com/magazine/fitness-tests-gauge-overall-progress)	Discussion board	
Concept 2: Health-Related Goal Setting	SMART board modeling of goal setting	Written reflective assignment	
Strand 7: Ability to Practice Health-Enhancing Behaviors			
Concept 1: Personal Responsibility for Health	Exploration of website "Sleep Deprivation and Deficiency" (https://www.nhlbi.nih.gov/health-topics/sleep-deprivation-and-deficiency)	Lesson quiz	
Concept 2: Healthy Practices and Behaviors	Text: Exercise	Unit Project	
Strand 8: Ability to Advocate for Health			

Concept 1: Personal Advocacy	Video: Self-Care and Personal Hygiene (https://www.youtube.com/watch?v=jQ2e0KH5Wrl)	Written assignment	
Concept 2: Collective Advocacy	Introduction to Global Health (Link to Powerpoint)	Group project	
Concept 3: Tailoring Advocacy Message to Audience	Text: Workplace health promotion (https://www.who.int/occupational_health/topics/workplace/en/index2.html)	Unit exam	

Curriculum Planning Document – Other

Content Area/Grade Level: Graphic and Web Design Grades 9-12

Course Description: This course is an introduction to how, through design, people are able to communicate visually with one another. Each unit will cover topics such as the principles & elements of design or printing and publishing projects. By understanding the foundation of visual communication through design, this course will be a great introduction to a career path.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Analyze the media industry, its business practices, and its role in the economy			
Concept 1:	Direct instruction through Powerpoint presentation (http://www.historygraphicdesign.com/a-graphic-renaissance/printing-comes-to-europe/827-typography-2)	Discussion Board	
Strand 2: Investigate intellectual property law and rights management			
	Video: Basic of Copyright Law (https://uri.libguides.com/creativecommons/copyright-basics)	Lesson quiz	
Strand 3: Demonstrate verbal and nonverbal communication skills required by the media industry			
Concept 1:	Dot-to-Dot Activity (Activity Link)	Group project	
Strand 4: Demonstrate written communication skills required by the media industry			
Concept 1:	Direct instruction through Powerpoint presentation (https://www.txcte.org/resource/lesson-plan-importance-communication-skills-you-said-what)	Unit exam	
Strand 5: Utilize computer application to manage media			
Concept 1:	Online Tutorial (http://www.htmltutorials.ca)	Create your own website	
Strand 6: Apply knowledge of data capture and manipulation			
Concept 1:	Hands-on Activity (https://www.dataone.org/sites/all/documents/education-modules/exercises/L04_Exercise.pdf)	Lesson quiz	

Strand 7: Implement plans(s) for acquiring or creating a product in accordance with production phase tasks in graphic/web design

Concept 1:	Video: Beginning Graphic Design: Color (https://www.youtube.com/watch?v=_2LLXnUdUlc)	Discussion Board	
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Strand 8: Perform tasks in post-production phase of product refinement in graphic/web design

Concept 1:	Modeling of flow Chart on the 13 steps of post-production (https://www.raindance.org/the-13-steps-of-post-production/)	Lesson quiz	
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Strand 9: Deliver/distribute product(s) using various media in accordance with consumer expectations in graphic/web design

Concept 1:	Article: <i>Customer Service in Graphic Design: How Design Impacts the Customer's Experience</i> (http://customerthink.com/customer-service-in-graphic-design-how-design-impacts-the-customers-experience/)	Discussion Board	
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Strand 10: Present product(s) to selected audiences(s) using media in graphic/web design

Concept 1:	Direct instruction through Powerpoint presentation	Group oral presentation	
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Section 3

Educational Delivery Methodologies: Describe the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.

Section 3 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

The AOI program’s educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.

At Breakthrough Virtual Learning Solutions, we implement a variety of sound instructional models and tools to bring virtual learning to life and ensure that it engages our students. Our teachers utilize the following protocols and teaching methods to enhance their classes into an environment that creates personal connections in a virtual world:

Computer Assisted Learning Systems:

The heart of the BVLS program is virtual learning (using computer-assisted learning systems) with a blended component. Curriculum content resources are thor before implementation. Using a variety of educational tools, BVLS ensures an optimal learning environment that includes teacher-student interaction, peer interaction, discussion, and non-computer activities to provide a well-rounded, whole child approach to learning.

Virtual Classrooms, Live Lessons, and Break-out classrooms

BVLS will incorporate three components essential to the program’s effectiveness.

Virtual Classroom - Students have the opportunity to engage in classroom conversation on various topics during the course of their classes. These times are meant for peer to peer interaction and teacher questions. It is a time to work with other students and learn from one another.

Live Lessons - The teacher provides time for students to attend class virtually and engage in a lesson as it may be taught in a traditional classroom. The teacher will

facilitate learning with opportunities to check for understanding and to develop competency in those hard to grasp concepts.

Break-out rooms - Utilized for group work or discussions. The teacher manages several break-out rooms at a time and point students at certain project tasks together as a collaborative effort. This allows for the deeply needed discussion time with other students, the understanding of working as a team and the cementing of concepts through discussion and debate.

Virtual Offices and Tutoring

Each teacher will actively hold virtual office hours so students can ask clarifying questions, get pointed in the right direction, or simply schedule additional times for tutoring and support. Virtual office hours are times where teachers are focused specifically on individual or small groups of students. Individual tutoring can happen during these virtual office hour times as well.

Center Time

Unique to our program is center time. Students are not required to attend the center but most do as this is a safe and secure environment that is dependable and predictable, attributes many students only receive at the center. During this time, students can receive tutoring from certified teachers, receive emotional/social support from Relationship Managers or social workers and/or simply have a quiet place to work.

Group Chats

Group chats are available under the supervision of teachers. Students are able to ask and answer questions using discussion boards. Additionally, these chats spaces can be used to work through group projects or tasks. These group chats happen within the secured environment of Edgenuity's LMS (Learning Management System). This ensures that only the students and teachers enrolled in the school can participate, requires secure sign-ons.

Secure Email

Edgenuity's LMS includes the ability for secure email exchanges. These happen directly in the content provider software and allow for tracking of two-way communication between teacher and student. Additionally, it provides a safe space for student to student interaction.

Field Trips and Non-computer Activities

Because BVLS offers a physical space for the students, non-computer activities are easily accessible to students. Additionally, some courses require physical material for the students to accomplish a lesson objective(s). For instance, novels may be sent to students as a way for students to physically hold a book in their hands and allows for “sticky notes” and important page markers in lessons. Some scientific material may also be required for certain courses.

Local field trips can easily be accomplished with the center model as well. However, more frequently, students are able to participate in virtual field trips utilizing programs specifically designed to create experiences in a virtual environment for students. This allows them to deeply and thoroughly understand learning outcomes. Examples of programs that may be utilized are Google Expeditions using virtual and augmented reality, Field Trip Zoom, Google Street View™ and Tour Building (Beta) are only a few of the many options for virtual field trip experiences.

Help Desk

Many issues students face are issues with technology or technological glitches (both by the computer and the student). BVLS students will have access to a help desk located on their devices which allows them to submit help tickets to the technology team. This team will work with the student or parent directly to resolve any technology issue in a timely and effective manner. (The efficiency of this system will be closely monitored by the Center Directors.)

Various learning styles are addressed in the delivery methods.

Modifications to content delivery by course or by lesson can be made.

Methods provide synchronous and asynchronous support to AOI students.

Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.

In a recent article published by iNACOL, the following statement mirrors the philosophical beliefs of Breakthrough Virtual Learning Solutions.

“In personalized, competency-based education, students are placed at the center of their learning; the learning process itself is redesigned to identify and address gaps in knowledge and skills. It ensures they proceed to the next standard or learning objective once they have mastered preceding ones. Students are empowered and equipped with extra support and time to master skills with which they have difficulty. Schools, in tandem with communities, redefine success with profiles of a graduate, that describe what each student who receives a high school diploma knows and can do as a whole

person, in higher education, the workforce, community, and civic participation – regardless of zip code.”

(What the SAT “Adversity Score” Tells Us about the Need for Personalized, Competency-Based Learning in K-12 Education ¹)

BVLS believes that each student is unique and thus instructional strategies and course content need to be adaptable and flexible to meet the needs of our students. These courses can be delivered in a **synchronous and asynchronous** format.

BVLS will again utilize iNACOL’s extensive research to evaluate curriculum resources, appropriate instructional strategies and effective assessment components for our program. Below are the key components BVLS will use to implement a high-quality, effective program:

¹ iNACOL website, <https://www.inacol.org/news/what-the-sat-adversity-score-tells-us-about-the-need-for-personalized-competency-based-learning-in-k-12-education>, iNACOL 2019, posted May 24, 2019 in by DeQuendre Bertrand, Maria Worthen.

J	Curriculum and Course Design — A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.	Rating
✓	Has clearly stated and attainable educational goals	
✓	Is clear and coherent in its organization	
✓	Utilizes quality instructional materials and appropriate technology that enable and enrich student learning	
✓	Demonstrates rigorous course content	
✓	Provides for high-degree of interaction between teacher, learners, parents, and among learners themselves	
✓	Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities	
✓	Meets requirements of appropriate state or national standards, including applicable end of course assessments	
✓	Meets requirements of accessibility for individuals with disabilities	
✓	Meets requirements of copyright and fair use	
✓	Is designed to accommodate different learning styles	
✓	Is designed with consideration for time and place limitations of students	

K	Instruction — A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.	Rating
✓	Is grounded in the program’s mission, beliefs, and expectations for student learning	
✓	Is supported by research and best practice	
✓	Is continually refined based on assessment of stakeholders’ needs	
✓	Is adaptable to best serve different student learning styles	
✓	Is sensitive to the cultural differences of students	
✓	Includes frequent teacher to student interaction, teacher to parent interaction, and fosters frequent student-to-student interaction	
✓	Is sensitive to time and place limitations of students	
✓	Faculty hold the required state certifications	
✓	Faculty are trained in and demonstrate competency in online instructional methodologies and learning technologies	
✓	Includes a process to monitor that the work and assessments are completed by the students registered for the course	

L	Assessment of Student Performance — A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.	Rating
✓	Enables students to monitor their own learning progress.	
✓	Enables teachers to adapt their instruction to meet learner needs.	
✓	Uses multiple methods to assess student performance.	
✓	Assesses a variety of types of student performance.	
✓	Uses formative assessments to inform instructional practice.	
✓	Informs ongoing course design and revisions.	
✓	Measures student attainment of the course’s educational goals.	
✓	Provides for timely and frequent feedback about student progress.	

Source: iNACOL ²

² iNACOL website, [National Standards for Quality Online Programs](#), Written by Liz Pape & Matthew Wicks and the iNACOL Quality Standards for Online Programs Committee, October 2009.

Section 4

Safeguards: Describe the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.

Section 4 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.

Edgenuity courses and the integrated LMS will be accessed through a single sign-on. This sign-on will be password protected and only accessible through the student-issued device.

The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.

External links will be embedded within the body of the curriculum by Edgenuity. External links will be monitored by the certified teacher and reviewed frequently throughout the year. As an added layer of protection, the student issued device will also have internet filters which blocks inappropriate content. YouTube for Schools settings will be utilized to access YouTube EDU for educational purposes. Access to non-educational videos will be blocked unless a teacher adds this video to the allowable list of resources through Edgenuity.

A means for students to identify and report problems with external links.

Students who have identified problems with external links have several avenues to report the issues. They are as follows:

- During on-site time at the center
- Through the help desk icon on their students devices
- Through email to the content area teacher
- Through email to the Center Director or their Relationship Manager

Teachers are able to work directly with Edgenuity to assess and provide resolution to external link issues. Because Edgenuity's content is adaptable, teachers can replace broken links with working sites either permanently or until resolution. In either instance, the issue is resolved quickly and efficiently and is frequently monitored by the Center Director.

Section 5

Safe Research: Describe the availability of filtered research access to the Internet.

Section 5 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

The AOI school/program teaches Internet Safety to students.

Breakthrough Virtual Learning Solutions will create online instructional modules focusing on internet safety, cyber-bullying, and digital citizenship and footprints. These will be administered during the onboarding process with students. Completion is mandatory prior to beginning coursework. Teachers will visit this topic often with students both virtually and in the center.

BVLS will also review the internet safety policy and procedures with students prior to registering students for their classes. Breakthrough Virtual Learning Solutions internet policy is below:

Internet/Network – Terms and Conditions

Acceptable Use – The use of the Internet and school network must be in support of education and research and consistent with the educational objectives of the BVLS. The use of BVLS technology is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The following prohibitions apply to all users:

MAJOR OFFENSES

No user shall:

1. Access, transmit, or retransmit material which promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacture of destructive devices such as explosives, fireworks, smoke bombs, incendiary devices or the like;
2. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the school district or any network connected to the Internet, including the use or attempted use or possession of

computer viruses;

3. Access, transmit or retransmit any information containing pornographic or other sexually explicit material (pornographic means pictures or writings that are intended to stimulate exotic feelings by the description or portrayal of sexual activity or the nude human form);
4. Access, transmit or retransmit material which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic or religious group over another;
5. Harass, intimidate, threaten, or abuse any person or entity, by any means, including the use of vulgar, hateful, racially or ethnically offensive, sexually harassing, or otherwise objectionable content;
6. Access, transmit or retransmit material which violates state or federal law;
7. Use or possess "bootleg software" ("bootleg software" means any software which has been downloaded or is otherwise in the user's possession without the appropriate and lawful registration of the software including the payment of any fees owing to the owner and software);
8. Attempt to log on to the Internet as a system administrator, or any access level other than granted;
9. Vandalize networks, hardware, or software through alterations, damage, denial of service, port scanning, etc.

Consequences:

First Occurrence: Three (3) days suspension/restitution/parent notification/loss of computer privileges for 90 school days

Second Occurrence: Five (5) days suspension/restitution/parent notification/loss of computer privileges for 180 school days

Third Occurrence: Ten (10) days suspension/restitution/parent notification/loss of computer privileges for remainder of time at BVLS

Fourth Occurrence: Recommendation for expulsion to the Board of Education/restitution

MINOR OFFENSES

No user shall:

1. Use encryption software from any access point from within the school district;
2. Transmit credit card information or other personal information from an access point from within the school district;
3. Transmit email through an anonymous retailer;
4. Download and/or install any programs including, but not limited to, games or instant messaging programs except for specific files essential to educational instruction;

5. Download copyrighted files including, but not limited to, audio (such as MP3) or video (such as AVI or MPG) except for specific files essential to educational instruction;
6. Post personal or private student information on the Network or Internet without consent;
7. Pretend to be other users on the network;
8. Use vulgarities or other inappropriate language;
9. Attempt to vandalize networks, hardware or software through alterations, damage, denial of service, port scanning, etc.
10. Attempt to hide the origin of network communications through software or hardware anonymous or pseudonymous connections;
11. Attempt to subvert content filters designed to prevent access to undesirable content (i.e. online proxies)

Consequences:

First Occurrence: One(1) day detention/parent notification

Second Occurrence: Two (2) days suspension/parent notification

Third Occurrence: Five (5) days suspension/parent notification; Board and school leadership may consider expulsion depending on specific circumstances

Signature of Student:

Date: _____

Signature of

Parent/Guardian: _____

Date: _____

Anti-Harassment

It is the policy of the Board of Directors to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all BVLS operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or

family status, military status ancestry, or genetic information (collectively, “Protected Classes”) that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within BVLS community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, “BVLS community” means students, administrators, and professional and support staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, “third parties” include, but are not limited to, guests and/or visitors on BVLS property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board and other individuals who come in contact with members of BVLS community at school-related events/activities (whether on or off BVLS of South Bend property).

BULLYING

The Board believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of BVLS to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is required of students, administrators, faculty, staff, visitors, and volunteers.

BULLYING AND CYBERBULLYING ARE PROHIBITED

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors and volunteers, is prohibited. All pupils are protected under this policy, and bullying and cyberbullying are prohibited without regard to its subject matter or motivating animus.

DEFINITION OF BULLYING

“Bullying” means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a

reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- B. Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- C. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- B. Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- C. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since “bullying” also includes “cyberbullying,” any reference in this policy to “bullying” shall also be deemed to refer to “cyberbullying.”

Bullying and cyberbullying are prohibited at school. “At school” is defined as on school premises, at school- sponsored activities or events, in a school-related vehicle, or using telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district.

Bullying and cyberbullying that does not occur “at school,” as defined above, but that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

REPORTING AND INVESTIGATING REPORTS OF BULLYING

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student to a teacher, a counselor, administrator, or other staff member. Staff members shall report any reports made by students or situations they believe to be bullying behavior directed toward a student to the School Leader or School Board. Complaints against the Educational Service Provider shall be reported to the Board.

Under state law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official responsible for implementing this policy or for remedying the bullying, when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The School Board or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

The Board may utilize restorative practices that emphasize repairing the harm to the

victim and the school community in the correction of bullying behavior, which may include victim-offender conferences that:

- A. Are initiated by the victim;
- B. Are approved by the victim's parent or legal guardian or, if the victim is at least 15, by the victim;
- C. Are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team"); and
- D. Would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

BVLS shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

CONFIDENTIALITY

BVLS will comply with all applicable laws regarding confidentiality of personally identifiable information within education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The School Leader, or the School Leader's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s) and representative(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed.

NOTIFICATION

This policy will be annually circulated to parents and students, and shall be posted on BVLS website.

REPORTING

BVLS shall provide a report of all verified incidents of bullying and other required information to the Indiana Department of Education on an annual basis, according to the form and procedures established by the Department.

The AOI school/program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.

Students may come to the center to physically work on research projects with Relationship Managers and teachers. Students will have access to research material in hard copy form if needed. Any research websites or information needed to successfully complete a research project will be implemented into the content as an external link. Student-based research is accessed through student devices with internet filter safeguards in place.

Section 6

Confidentiality: Describe the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information.

Section 6 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

The AOI school/program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.

Edgenuity courses and the integrated LMS is a password protected login available to staff, students, and parents/guardians. This platform is the avenue by which email communication, chat interactions, and virtual meeting spaces occur. Not only does this allow for security of information, but also allows the ability to document detailed records of communication with all parties, often required by local, state, or federal statutes.

Key communications, such as instruction and student progress, between staff, student, and parents is logged and secure.

Communication on instruction and progress happens with our single sign-on to Edgenuity courses and LMS. This allows secure access to all necessary communication, instruction, information, and progress. This system is password protected and allows the ability to document communication for a variety of needs such as two way communication, performance discussion, child study findings as well as other important interaction. Within the secure sign-on students and parents are also able to view a dashboard documenting their individual students progress, communication, or other important school information.



Dashboard: Main page in the SIS, provides a quick-glance snapshot of student's progress and grades

Messages: Here you can view and reply to any communications made between your student and the instructors

Mentor Information: View your student's assigned mentor information

Course Information: View your student's courses, description, credit amount, and teacher-contact information

Academic Snapshot: Provides an overall progress bar for all of your student's courses and specific progress bars for each class enrolled in

Suggested Pacing: A progress bar and weekly assignment goals showing the current pace and whether your student is on track with the targeted completion date

Student Activity: A tally of the total number of assignments your student has completed each day in the courses

Course Plan: A plan that puts your student on track for graduation

View Transcript: A record of your student's current grades and credit earned in classes

School Calendar: A calendar of your student's current appointments or conferences

External Links: Links to popular and helpful resources when navigating or to support your student's online experience

Section 7

Teacher Selection and Training: Describe the selection and training for online teachers.

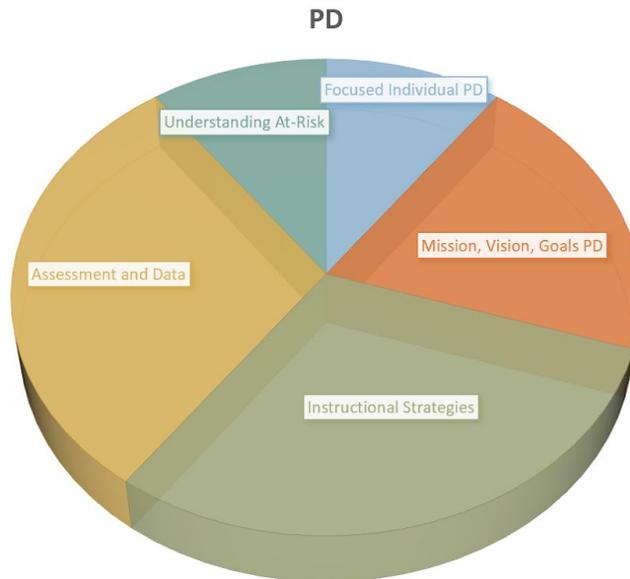
Section 7 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.

The staff members at Breakthrough Virtual Learning Solutions are carefully selected and well-trained. We ensure all teachers and Relationship Managers have the mindset of a counselor and a heart for helping youth. When students visit one of our centers, they enjoy an environment where creating and nurturing positive relationships and providing support are just as important as facilitating learning. Academic results of our school model have proven that creating this culture is a key element to our students' success.

In any organization, professional development for staff is a key component to an effective program. Breakthrough Virtual Learning Solutions recognizes professional development is needed for different reasons for different individuals. Our differentiation approach is designed to meet the needs of our staff as individuals as well as the needs of BVLS and its specific mission, vision and goals. With that in mind, we create our professional development program to reflect both organization professional development needs as well as each staff member development. Key to any training is the application of these learning topics into the educational environment. BVLS is committed to follow through by creating defined action items necessary to put any professional development topic into practice. Below is a representation of BVLS's approach to learning for our team.

Differentiated Professional Development



During the month of May and June (or as determined by the school/centers once charter is approved), 5 days will be devoted to training staff on the following:

- How to create community using the center (blended) concept
- Educating at-risk students and how to address their individual needs
- How to recognize areas of interventions needed for not only academics, but social and emotional interventions as well.
- Teacher expectations and requirements
- How to develop and build strong, trusting relationship with students
- How to develop a culture of caring
- Using digital content and understanding how to navigate Edgenuity
- Utilizing Edgenuity and its integrated LMS and Pulse Software to track student progress
- Understanding technology tools available
- Safety and security at the centers
- Safety and security regarding internet usage

The above topics will frequently be revisited during staff meetings and on specific professional development days. Common planning and collaboration is a priority for Breakthrough Virtual Learning Solutions. Regional Directors, Center Directors, Relationship Managers, Guidance Counselors, Social Work, and other integral personnel will participate in meetings in which students' academic, social and emotional needs are reviewed along with their progress toward their Education and Career Action Plan (ECAP). These discussions happen on a weekly basis. During this time, data is

reviewed, interventions discussed, and action plans developed. Additionally, during this time, Center and Regional directors collect data and provide feedback to individual teachers regarding their preparedness, engagement in conversation, follow through on action steps, and implementation of programming. This data and feedback is provided during one-on-one meetings with teachers. These conversations and data point collections are integral to the teacher evaluation process.

Additionally, Edgenuity provides extensive professional development options, both virtually and in-person, to customize training to BVLS as a whole, to individual centers, or to individual teachers.

Workshops

Workshops range from 3 to 6 hours, depending on your needs, and can accommodate up to 25 participants per session. Some workshops may be available virtually as well.

L1 Course Customization I	L2 Introduction Refresher
L1 Foundations of the 21st Century*	L3 Data Management and Progress Monitoring II*
L1 Introduction	L 21st Century Foundations for Leaders
L1 Introduction to Data Metrics and Monitoring	L 21st Century Management for Leaders
L2 21st Century Management*	L Course Customization for Leaders
L2 Course Customization II*	L Data Management and Progress Monitoring for Leaders
L2 Data Management and Progress Monitoring I*	L Introduction for Leaders

Targeted Support Sessions

At only 45–60 minutes long, Targeted Support sessions can be delivered during grade-level planning periods or other common time to minimize the need for substitute coverage.

L1 Blended Learning Routines and Strategies	L2 Academic Integrity – Policies and Procedures*
L1 Conferencing with Confidence	L2 Classroom Management – Structures and Routines
L1 Connect with Communication for Instructional Services	L2 Data Management Best Practices*
L1 Enrollment Process for Instructional Services	L2 End-of-Year Best Practices*
L1 Goal Setting and Progress Monitoring	L2 Special Populations Success
L1 Orientation to Live Lessons for Instructional Services*	L2 Strategies for Student Success
L1 Specialized Programs – Advanced Placement Courses	L2 Summer School Setup and Success*
L1 Specialized Programs – Carone Fitness in Instructional Services	L2 Test Prep with Success
L1 Specialized Programs – MyPath	L3 Advanced Tips and Tools
L1 Specialized Programs – PowerSpeak World Languages	L3 Course Customization Best Practices+*
L1 Specialized Programs – Virtual Tutor Test Prep	L3 Data Analysis and Next Step Data Chats
L1 Student Motivation and Engagement	L3 Program Transition Success*
L1 Virtual Program Policy for Instructional Services	

Source: Edgenuity ¹

Just as real-time data is available for students, it is of course available to and critical for BVLS teachers and administrators. Center Directors will closely monitor teachers' subgroup populations, the implementation of action steps defined in weekly meetings, and measure effectiveness by the students' growth and progress. Key to instruction in this program is *data*, thus creating the ability for the implementation of instructional practices appropriately and responsively.

Teachers are required to exhibit competency in the use of the LMS, content provider, and Pulse Software so that technology itself does not interfere with the instructional process and create barriers to student academic success.

Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.

¹ Edgenuity website, <https://www.edgenuity.com/products-and-services/professional-development/>, retrieved June 4, 2019.

All teachers and staff will be highly qualified. Below are a list of all positions, position responsibilities and minimum qualifications for each position.

<u>Positions</u>	<u>Responsibilities</u>	<u>Qualifications</u>
Regional Director - Lead Administrator/ Superintendent	<ul style="list-style-type: none"> ● Assure systems are in place to achieve the mission and vision of Breakthrough Virtual Learning Solutions (BVLS) ● Ensure compliance with state and federal law ● Monitor curriculum and implementation ● Consistently analyze data from multiple sources to identify areas of success and areas of opportunity, and ensure that the team takes appropriate action(s) based on the findings. ● Track and monitor student relationships, student achievement, and student growth ● Recruit, hire, and evaluate Center Directors, Teachers, and Relationship Managers ● Monitor enrollment and marketing strategies ● Perform fiduciary responsibilities ● Engage with parents and media as necessary ● Mentor and develop positive relationships with Center Directors <ul style="list-style-type: none"> ○ Work with Center Directors to ensure the Center is maintained at a high-performance level at all times. ○ Work with Center Director to oversee forecasting activities and set performance goals and standards for individual staff. ○ Work closely with Center Directors to identify on-boarding and training needs of new staff ● Attend, in person, all weekly center staff meetings to review in detail every student's progress and make recommendations for intervention steps as needed. ● Review intervention progress ● Maintain a clear channel of communication with all staff. ● Train and implement strategic mission and vision 	<ul style="list-style-type: none"> ● Masters Degree in Educational Leadership ● Bachelor's Degree with Teaching Certification. ● Other administrative experience ● Knowledge/skills of digital content ● Proven work experience as a Center Director, Superintendent, Principal, or comparable experience ● Excellent analytical and project management skills ● Strong verbal and written communication skills ● An ability to multitask and perform under tight deadlines ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Ability to handle multiple projects in an efficient and effective manner.

	<ul style="list-style-type: none"> ● Establish and maintain relationships with influencers and key strategic partners ● Keep Governing and Corporate Board informed of the school's progress and momentum toward mission and vision. ● All responsibilities as defined section B.3(b) 	
Center Director	<ul style="list-style-type: none"> ● Supervise and facilitate the daily operations of BVLS's centers. ● Attend outside-of-school events, meet with parents, and oversee disciplinary activities, which can extend their workweek beyond 40 hours. ● Communicate and nurture relationships with students, parents, partner schools, the governing board, administration, staff, etc. ● Connect with Relationship Managers on a regular basis ● Work with Regional Director and Marketing Team to offer assistance with strategic, time-sensitive campaigns and training to help succeed with student engagement, recruiting and retention. ● Assist and help plan professional development activities ● Work with Regional Director to oversee forecasting activities and set performance goals and standards for individual staff accordingly. ● Track and monitor student performance and other metrics as deemed necessary. ● Maintain a clear channel of communication with all staff. ● Develop and maintain professional relationships with community partners, local schools, press, and other organizations. ● Update Regional Director of any local issues that may affect standing in the community, marketing efforts, or student enrollment. ● Establish on-boarding of new students to ensure every student is offered quality, fast, and efficient service ● Work closely with Regional Director to identify onboarding and training needs of new staff as 	<ul style="list-style-type: none"> ● Bachelor's Degree with Teaching Certification or Education degree preferred. ● Other administrative experience ● Strong work ethic, professional attitude. ● Successful experience as Supervisor/Manager or Administrator is preferred. ● Excellent analytical and project management skills. ● Strong verbal and written communication skills and ability to work as a team player. ● Strong interpersonal and public relations skills including the ability to speak clearly and concisely both in oral and written communications. ● Ability to multitask and perform under tight deadlines. ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Be able to speak before large and small groups with poise and enthusiasm. ● Ability to handle multiple projects in an efficient and effective manner. ● Ability to make judgments

	<p>well as current staff.</p> <ul style="list-style-type: none"> ● Maintain overall appearance of the center. ● Monitor expenditures and submit reports as required ● All responsibilities as defined section B.3(b) 	<p>and decisions quickly taking into consideration the relative costs and benefits of potential actions to choose the most appropriate and timely conclusion.</p>
<p>Guidance Counselor</p>	<ul style="list-style-type: none"> ● Provide career and or educational opportunities counseling ● Administer and interpret career assessment tools ● Assist students in developing educational and occupational goals and plans. ● Assists in evaluating students' aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data ● Assists students in making course and subject selections as well as with evaluating career interests and choices. ● Assists Center Directors in the scheduling of classes. ● Perform transcript audits ● Obtains and disseminates information regarding occupational opportunities to students and to classes studying occupations. ● Assists students with admissions, scholarship, and identifying employment opportunities. ● Coordinates with teachers, college, university personnel, resource specialists, and business and community organizations for the purpose of providing information, and making recommendations. ● Assists with the school district's dropout prevention efforts ● Counsels students in increased personal growth, self-understanding, and maturity. ● Assist with maintenance of system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws. ● Encourages parental involvement in students' 	<ul style="list-style-type: none"> ● Bachelors from an accredited college or university in education discipline applicable to assignment. ● Master degree preferred ● Knowledge of pre/post high school program eligibility requirements. ● Knowledge of college/university admissions processes, scholarship programs and other educational opportunities. ● Knowledge of current developments in business and industry regarding career opportunities and employment. ● Knowledge of data information systems, data analysis and the formulation of action plans. ● Knowledge of applicable federal and state laws regarding education and students. ● Strong interpersonal and public relations skills including the ability to speak clearly and concisely both in oral and written communications.

	<p>education and ensures effective communication with students and parents.</p> <ul style="list-style-type: none"> ● Perform other duties as required and/or assigned by Regional or Center Director 	<ul style="list-style-type: none"> ● An ability to multitask and perform under tight deadline. ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Ability to handle multiple projects in an efficient and effective manner. ● Must exhibit a pleasant personality and positive attitude toward working with students, administration, staff, and community members. ● Ability to make judgements and decisions quickly taking into consideration the relative costs and benefits of potential actions to choose the most appropriate and timely conclusion.
<p>Certified Teacher</p>	<ul style="list-style-type: none"> ● Foster learning for all students enrolled at a particular center location and with students virtually. ● Develop meaningful relationships with students and motivate all students to be successful in their coursework. ● Tutoring students both in person and virtually ● Maintain course content and consistently evaluate data for gaps in learning for individual students and curriculum content ● Grading all student assignments and tests ● Managing progress report and metric reports for students ● Daily communication with students, parents, and staff. ● Responsible for weekly progress report and metric reports ● Motivational coaches for their caseload of students. 	<ul style="list-style-type: none"> ● Bachelor's degree and valid Teacher Certification ● Appropriate certification to curriculum content area ● K-12 Endorsement preferred. – meeting highly qualified teacher requirements. ● Experience/skills with computers and virtual content. ● Successful Online/Alternative Education teaching experience preferred ● Ability to initiate and complete tasks with self-direction in a timely manner.

	<ul style="list-style-type: none"> ● Institute student academic behavior plans and academic interventions. ● Guide all paraprofessionals (Relationship Managers) in implementing behavioral plans and all academic interventions. ● Assist Center Directors as necessary. ● Facilitate training on all software and online programs for new students. Design, lead, and institute all student orientations for BVLS. ● Be an active participant in all professional development and session. 	<ul style="list-style-type: none"> ● Excellent English and grammar skills, proofreading skills, and oral and written communication skills. ● Demonstrated understanding of the use of technology in both instructional and operational settings. ● Strong interpersonal and public relations skills including the ability to speak clearly and concisely both in oral and written communications. ● Teachers enroll all prospective students. Teachers must be strong customer service leaders for students, families, and community members. ● An ability to multitask and perform under tight deadline. ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Ability to handle multiple projects in an efficient and effective manner. ● Ability to make judgements and decisions quickly taking into consideration the relative costs and benefits of potential actions to choose the most appropriate and timely conclusion.
Special Education Teachers	<ul style="list-style-type: none"> ● Responsible for all special education students including case management 	<ul style="list-style-type: none"> ● Bachelor's degree and valid Teacher

	<ul style="list-style-type: none"> ● Participate in the child study process for interventions prior to testing for disabilities ● Coordinate Initial testing or reevaluations ● Implement IEP goals and plan ● Provide progress monitoring IEP goals and plan ● Facilitate IEP meetings ● Coordinate provision of services as described in students IEP ● Monitor new enrollments for already identified special education students and start transition of IEP process ● Maintaining communication with teachers and Relationship Managers ● Actively participate in weekly data discussion meetings ● Attend weekly meetings to discuss student progress. ● Travel to multiple centers in Arizona to deliver services and attend weekly meetings (these may be attended using a virtual meeting tool) ● Serve as a motivational coach for students on caseload. ● Assign interventions or adapt lessons based upon student’s disability and IEP goals and requirements. ● Tutor students both in person and virtually. ● Communicate with students and families each week. ● Assist Center Directors as necessary. ● Facilitate training on all software, online programs, and virtual content for new students. ● Be an active participate in all professional development sessions and in-service learning opportunities and objectives. 	<p>Certification with Special Education Endorsement</p> <ul style="list-style-type: none"> ● Experience/skills with computers and virtual content. ● Successful Online/Alternative Education teaching experience preferred ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Excellent English and grammar skills, proofreading skills, and oral and written communication skills. ● Demonstrated understanding of the use of technology in both instructional and operational settings. ● Strong interpersonal and public relations skills including the ability to speak clearly and concisely both in oral and written communications. ● Teachers enroll all prospective students. Teachers must be strong customer service leaders for students, families and community members. ● An ability to multitask and perform under tight deadlines. ● Ability to initiate and complete tasks with self-direction in a timely manner.
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		<ul style="list-style-type: none"> ● Ability to handle multiple projects in an efficient and effective manner. ● Ability to make judgements and decisions quickly taking into consideration the relative costs and benefits of potential actions to choose the most appropriate and timely conclusion.
<p>Relationship Manager/ Paraprofession als</p>	<ul style="list-style-type: none"> ● Foster learning for all students, both at the center and virtually, assigned to caseload. ● Develop meaningful relationships with students ● Motivate all students to be successful in their coursework. ● First point of contact for all students on caseload ● Daily communication with students and families on caseload. ● Tutoring students both in person and virtually. ● Engage in multiple conversations with students each week; especially students that choose not to attend the learning center. ● Assist Center Directors and Teachers as necessary. ● Assist Teachers in enrolling all prospective students. ● Assist in the facilitation training on all software and online programs for new students. ● Assist with instituting all student orientations.. ● Actively participate in all professional development sessions opportunities and objectives. 	<ul style="list-style-type: none"> ● High school diploma or equivalent ● Experience/skills with computer, computer software programs, and virtual content. ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Excellent English and grammar skills, proofreading skills, and oral and written communication skills. ● Demonstrated understanding of the use of technology in both instructional and operational settings. ● Strong interpersonal and public relations skills ● Ability to handle multiple projects in an efficient and effective manner. ● Position requires the paraprofessional to make decisions without being directed to

<p>Social Worker</p>	<ul style="list-style-type: none"> ● Assist in eliminating barriers that may impact a student’s adjustment within school. ● Provide short-term individual counseling as well as small group counseling as needed to meet the students’ needs. ● Coordinate referrals and services with students and caregivers when appropriate within the community ● Serve as Centers’ point person for crisis team. ● Provide suicide assessments as needed. ● Educate and assist Center Staff in relationship building, mandated reporting, student trends, etc. ● Identify, provide services and manage caseload of IEP students as identified by SpEd Director/IEP. ● Identify and provide services, and manage caseload of General Ed students as needed. ● Liaise with Center staff, parents, schools, and community agencies and organizations in order to meet the needs of students ● Liaise between truancy officers and Center Staff to ensure that the attendance requirements are being followed. ● Liaise between probation officers and Center Staff to ensure that the requirements set forth by P.O. for student as it pertains to school are being met. ● Gather data, assesses needs, assists with student trends that may include, but are not limited to; teen parents, pregnancy, homelessness, emotional issues, mental health issues, family issues, incarcerations, working students. ● Monitor student retention, progress and attendance through progress reporting and observation. 	<ul style="list-style-type: none"> ● Master’s Degree in social work with appropriate State licensure. ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Excellent English and grammar skills, proofreading skills, and oral and written communications skills. ● Demonstrated understanding of the use of technology in both instructional and operational settings. ● Strong interpersonal and public relations skills ● Ability to handle multiple projects in an efficient and effective manner. ● Position requires the paraprofessional to make decisions without being directed to
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	<ul style="list-style-type: none"> ● Suggest and implement groups, programs, and community involvement as needed to improve student involvement and learning. ● Develop and implement professional development training for center staff as needed ● Participate in professional development activities aimed at current trends and best practices. ● Remain current and fluent regarding all Social Work code of ethics, Michigan School Social Work laws and regulations as well as HIPAA laws. 	
ELL Teacher	<ul style="list-style-type: none"> ● Manage enrollment language surveys ● Collect and report data from enrollment language surveys ● Perform necessary diagnostic testing to determine language proficiency ● Meet with students at the center of virtually to provide intervention ● Progress monitor students' progress toward language proficiency ● Attend weekly meetings to discuss each student's progress ● Manage and perform duties and tasks as it relates to Arizona English Language Learner Assessment (AZELLA) 	<ul style="list-style-type: none"> ● Bachelor's degree and valid Teacher Certification with ELL Endorsement or equivalent to show highly qualified ● Experience/skills with computers and virtual content. ● Successful Online/Alternative Education teaching experience preferred ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Excellent English and grammar skills, proofreading skills, and oral and written communications skills. ● Demonstrated understanding of the use of technology in both instructional and operational settings.

		<ul style="list-style-type: none"> ● Strong interpersonal and public relations skills including the ability to speak clearly and concisely both in oral and written communications. ● Teachers enroll all prospective students. Teachers must be strong customer service leaders for students, families and community members. ● An ability to multitask and perform under tight deadline. ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Ability to handle multiple projects in an efficient and effective manner. ● Ability to make judgements and decisions quickly taking into consideration the relative costs and benefits of potential actions to choose the most appropriate and timely conclusion.
<p>Clerical-Administrative Assistant</p>	<ul style="list-style-type: none"> ● Maintain information as it relates to student enrollment and student records ● Ensure staff is following required FERPA laws as it relates to student information ● Assist to ensure all appropriate enrollment records are received and filed in student's cumulative file ● Deliver messages to appropriate personnel ● Answer parent and student questions as necessary 	<ul style="list-style-type: none"> ● High School Diploma, Associate degree or Bachelor's degree preferred ● Strong communication skills ● Detailed organizational skills ● Ability to initiate and complete tasks with

	<ul style="list-style-type: none"> ● Distribute “all” school communication to parents, students and teachers using a variety of communication modes ● Update distribution lists, upon hiring of all new staff to all Regional Directors. ● Regular maintenance and distribution of company organizational chart and location (Center) contact sheets. ● Set up of all help desk requests for new employees, including requests for laptops, network ID, email, SIS, LMS systems, and additional software as necessary. ● Add new staff to all applicable groups/notebooks for database/software used. ● Consistent communication with the IT department for inventory purposes and forecasting needs. ● Assist Personnel department with paperwork, scheduling, and communication needs as necessary. ● Facilitate training on all software and online programs for new employees. ● Assist Regional Directors as necessary. 	<p>self-direction in a timely manner.</p> <ul style="list-style-type: none"> ● Excellent English and grammar skills, proofreading skills, and oral and written communications skills. ● Demonstrated understanding of the use of technology in both instructional and operational settings. ● Strong interpersonal and public relations skills ● Ability to handle multiple projects in an efficient and effective manner. ● Position requires the paraprofessional to make decisions without being directed to
<p>Relationship Starter</p>	<ul style="list-style-type: none"> ● Develops relationships with potential families and students ● Answers questions regarding programs and procedures regarding the school ● Provides and explains options and attributes of the program ● Monitors enrollment ● Assists with marketing campaigns ● Tracks which marketing strategies are effective ● Follow up with potential families frequently to ensure all questions are answered ● Begin enrollment procedures when applicable ● Once enrolled, is responsible for all enrollment documentation ● Assign Relationship Manager(s) ● Transitions families and students to the Relationship Manager who will take over the facilitation of the academic program. 	<ul style="list-style-type: none"> ● High School Diplomas or equivalent ● Awesome customer service attitude ● Experience in marketing ● Works well with others ● Strong communication skills ● Detailed organizational skills ● Ability to initiate and complete tasks with self-direction in a timely manner. ● Excellent English and grammar skills, proofreading skills, and oral and written communications skills.

		<ul style="list-style-type: none"> ● Demonstrated understanding of the use of technology in both instructional and operational settings. ● Strong interpersonal and public relations skills ● Ability to handle multiple projects in an efficient and effective manner. ● Position requires the paraprofessional to make decisions without being directed to
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Breakthrough Virtual Learning Solutions will ensure the hiring of highly-qualified, certified staff, in collaboration with Blended Learning Solutions LLC (the Educational Service Provider) first ensuring job descriptions are detailed for each position to be filled. These job descriptions will state the qualifications/certifications, the intended duties, and the deliverables of each particular position.

BVLS is committed to upholding all applicable laws as defined in the Equal Employment Opportunity Commission's Regulations and Arizona State Law. With this always at the forefront, we plan to utilize newspaper advertisement, internet advertising, widely-recognized job recruitment websites (including but not limited to K-12 Job Spot, Indeed, Monster.com, Education Week, and LinkedIn, social media, and word of mouth through our teacher population). Additionally, we intend to explore job fairs of highly-acclaimed colleges and universities in an effort to recruit only the most qualified, highly-effective staff possible.

The hiring flow will mirror the the below process. During the hiring process, due diligence will occur by checking references, digital footprints, and criminal background checks (fingerprint clearance).

Hiring Process



Section 8:

Community Partnerships: Describe the school's current partnerships with universities, community colleges and private businesses.

Section 8 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, private business, career track organizations, community organizations, and vocational/technical schools.

Community engagement is key to Breakthrough Virtual Learning Solution's effective school implementation. BVLS depends on relationships with local businesses, organizations and parents to build a program for students that sets them up for success.

Our schools view community engagement as a special process tailored in thoughtful ways toward each new community. One size fits all community engagement, in our view, does not work when developing trust between our new community, our students and our school. Because of this belief, we engage in a 360° approach aimed at providing easy access to information for our students, parents and community members in diverse ways. Listed below are some of the many techniques utilized to accomplish our engagement:

- Informational letters to businesses and organizations showcasing our program and its proven results
- In-person visits
- Telephone
- Social media (our specialty)
- Virtual meetings and webinars
- Testimonial videos
- Site open houses and informational meetings

Our plan for future community engagement includes, but is not limited to:

- Participation in the local Chamber of Commerce and Rotary Club, and other civic and community associations as appropriate.
- Ribbon Cutting Ceremony - Community event to showcase facility, engage with staff, and learn about the program and how it will benefit the community.
- New student surveys taken by all new students.
- End-of-year surveys taken by all students.

- Free Summer School offered to all high school students with approval from their school of enrollment.
- Continued outreach to businesses to understand employability skills needed in the area and to develop internship opportunities.
- Relationship building with organizations that can provide mentoring and life skills development
- Outreach to tradition schools for partnership opportunities.

Community partnerships have been planned or established.

Community partnerships are essential for the overall success of our students as most will go directly into the workforce if they are not there already. We have worked for the past year or more to further understand the needs of the larger Arizona communities perspective. In particular, we have met with:

- State's Chamber of Commerce
- Regional Phoenix Chamber President
- Buckeye (See letter of support) and Goodyear Community and Economic Development Officers

Additionally we have:

- Listened to and understood concerns from the Mayor of Buckeye as well as business owners and senior management at large Arizona based corporations regarding growth and need for individuals ready for the workforce with employability skills necessary to be successful.

Conducted initial engagement with:

- Community-based organizations who serve at-risk students and their families
- Smaller businesses to ascertain the level of workforce preparedness young adults are entering the workforce with.
 - Gilbert Economic Development
 - Arizona Chamber Foundation
 - Intel Education Strategy (Intel Corp)
 - AZ Public Services
 - A for Arizona
 - AZ Governor Education Policy Office
 - AZ Charter Schools Association

Most of our students will go into the workforce. Our goal is to be an extension of the workforce preparedness continuum. Because of this, our engagement has been

seeking partnerships with technical and trade institutions. There are many organizations that have a sincere interest but are waiting to move forward based on approval of the Charter Contract. The following partnerships are planned:

- Arizona Contractor License Center: Arizona Contractor License Center is committed to providing contractors with the necessary tool to pass their license exam, establish their entity, secure bonding coverage, ensure their risk, outsource their employer responsibilities, and secure Licensing and Business Solution for Contractors.
- Arizona College Glendale: Arizona College's Glendale campus focuses on Allied Health, including massage therapy and pharmacy tech.
- The Refrigeration School: Arizona College in Mesa has healthcare training including medical assisting and phlebotomy, health administration, and dental assisting.

June 4, 2019

Dear Arizona Charter School Board:

The City of Buckeye is supportive of the Charter School Application proposal from Breakthrough Virtual Learning Solutions who provide a proven education program for some of our most underserved students, namely overaged-under accredited learners. Buckeye is now the fastest growing community in the United States, and as a result of our rapid growth we find we are underserved in educational services; as a City, our desire is to provide the very best education for all different types of students in our community. Too often we ignore overage under accredited students and thus waste a very valuable population motivated to join our workforce. Breakthrough Solutions has a proven education program with embedded social-emotional learning professionals needed to get students over the real challenges they face. We like the fact that this educational model has learning Centers where students can go to get support so it is not merely an "online" virtual learning school. We have met with members of this organization several times over the past year, they have visited our community and local businesses, and have spent time in our community getting to know us and learn about our needs. The organization's leadership team appears to have extremely seasoned professionals who have collectively started, run or authorized over 100 Charter Schools nationally. This type of very experienced team, running a proven model, is one we can support so they can serve our most deserving students. The City of Buckeye would be pleased to see this group join us as a valuable corporate citizen.

If you have any comments or questions please feel free to contact me at either 623-349-6971 or droderique@buckeyeaz.gov.

Thank you.

Sincerely,



David B Roderique
Economic Development Director

Partnerships will enhance the school experience for AOI students.

Community Engagement:

In addition to our academic curriculum, BVLS partners with and integrates into the community we serve to ensure positive student connections to outside organizations. By combining practical learning options with internships and mentoring opportunities

with local business partners, community organizations, and leaders, our students gain hope and life skills for a successful future. These opportunities give our students, who may have felt stigmatized by their past educational struggles and even failures, the ability to thrive. Breakthrough Virtual Learning Solutions gives our students a real, achievable and supportive choice, opening doors to futures they may have never imagined. These community partnerships are essential.

Daily Job Skills Development:

BVLS offers daily job skills classes supported by professionals in the local community. We work closely with area business leaders to design program components that both focus on the needs and interests of our students and support the needs of area industry. Our students learn practical skills in trades such as electrical, health-care, or automotive; our partnerships helps ensure our students have post-secondary employability and relevant professional connections and experience.

Mentorships:

Mentorships are also key to our school's effectiveness. In addition to the RM, we are committed to aligning students with mentors in the community that are able to advise and act as life coaches. By partnering with local "youth-focused" organizations and resources, our goal is to set up mentoring relationships to help our students find their way through life's challenges, including those that may have brought them to BVLS in the first place.

Section 9

Disabled Services: Describe the services offered to developmentally disabled populations.

Section 9 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).

Special Education:

BVLS's Special Education Program will meet the individual needs of students by embedding accommodations directly into the delivery of our standards-based curriculum in a virtual environment AND in our learning centers. Progress monitoring is conducted by certified special education teachers with the assistance of certified teaching staff. Special education programming and related services are provided to students in accordance with the student's Individualized Education Program (IEP). (Note: students with disabilities needing special education are entitled to a free and appropriate public education (FAPE)).

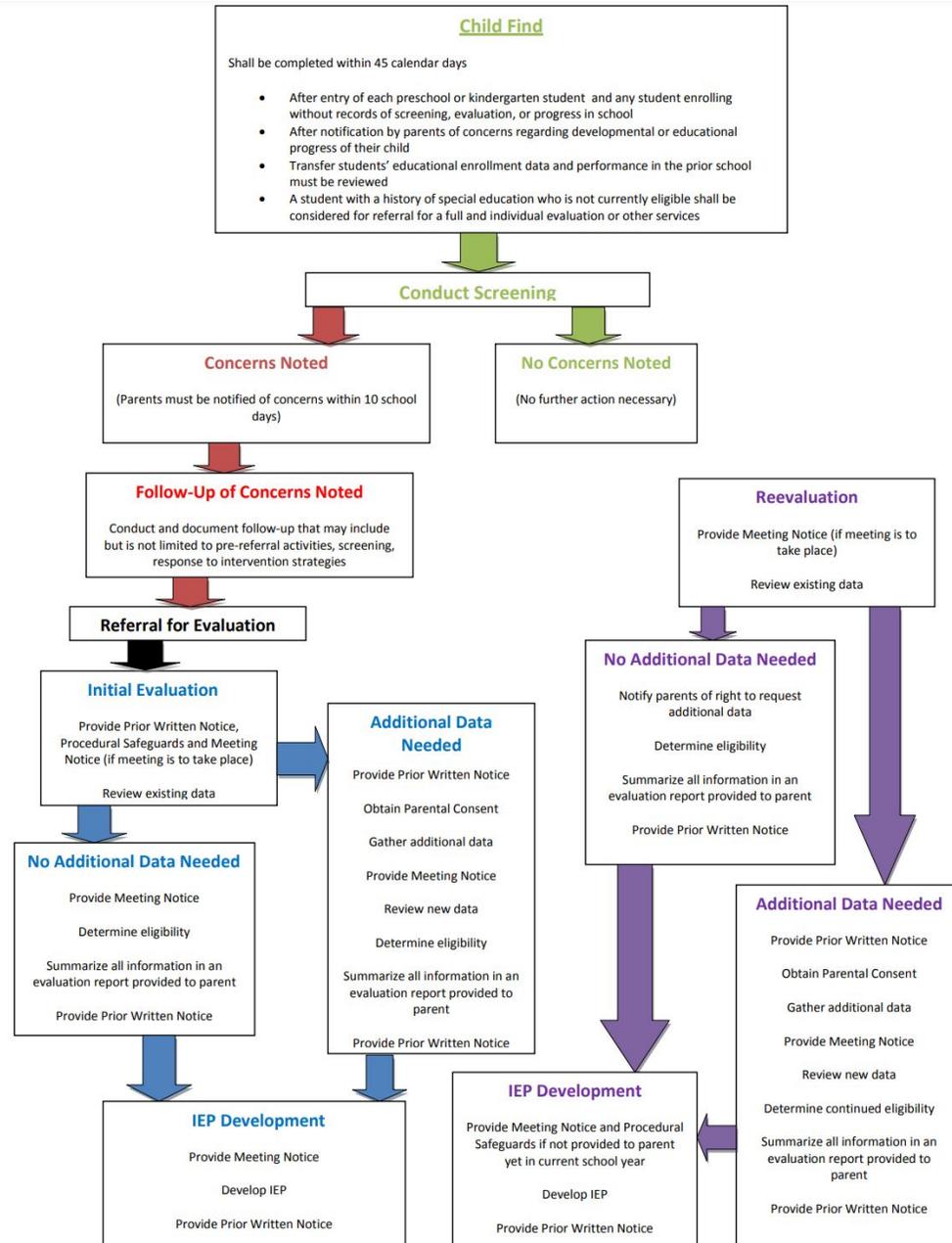
Matching special education staff collaboratively with Center Directors is imperative to our students' success and to appropriately adapting instruction to specific disability areas. Students, parents and teachers identify time slots to connect and work with their special education service team. Services offered by BVLS can be delivered virtually (via ZOOM™ or other virtual collaboration tools), at a designated time in a virtual, live small-group classroom or one-on-one. Students can also receive special education services in person at the center or at their home if there is a need for more intensive services. Sessions with special education teachers focus on disability areas and determining student's current levels using previous IEP information, testing upon enrollment, and progress monitoring techniques and subsequently develop sessions and new IEP goals (if necessary) developed precisely for the student. This team of professionals meet weekly to evaluate student's needs and work together to build deficit areas. Ancillary services such as speech, OT, and PT will be provided in accordance with the student's IEP. Student will receive these services in a variety of ways both virtually, at the center, or in their home if necessary.

The staff holds true to matching the student's Education Career and Action Plan (ECAP) and IEP goals to connect directly to the student's postsecondary vision and hope for the future. It is also the vision of our staff to help unify these goals with outside organizations and partnerships that will support the needs of the student during and after their time at BVLS.

Our special needs population is closely monitored by our special education staff, who track IEP goals and progress towards goals. Because this too is so clearly tracked, student progress is readily available to the teacher, allowing them to share meaningful information with the students, encourage buy-in and motivation, and together, create efficient next steps for advancing to the next level.

Special Education staff will also work closely with the arizona exceptional student services (ESS) department to ensure proper training and appropriate protocols, procedures and policies are in place at BVLS.

BVLS is committed to following the special education flowchart below, developed by the Arizona Department of Education ESS department. BVLS will adhere to this timeline to ensure the integrity of the process.



Source: Arizona Department of Education ¹

NOTE: Initial referrals initiated by either the parent or the school will be completed within 60 calendar days of signed request. Reevaluation will occur every 3 years at a minimum (cannot exceed 3 years).

Both in-state and out-of-state transfer students with IEPs must be provided with FAPE. Services should be comparable to the current IEP from the transferred school. There is

¹ <https://cms.azed.gov/home/GetDocumentFile?id=5618024caadebf0dd82f3ea3>, retrieved May 26, 2019.

no grace period in providing services for either type of transfer student. The comparable IEP remains in effect until:

- BVLS adopts the IEP from the previous school
- BVLS develops, adopts and implements a new IEP
- If no IEP available, students will be evaluated using the 45 day screening timeline

<http://www.azed.gov/disputeresolution/2016/06/24/timelines2/>

<http://www.azed.gov/disputeresolution/2016/06/16/evalandreeval1/>

NOTE: Students with disabilities will be served in accordance with federal and state regulations, including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act,² including subsequent amendments, and the Americans with Disabilities Amendment Act. A free and appropriate public education (FAPE) will be provided to students with disabilities in accordance with Federal law and their Individualized Education Programs (IEPs).

Timelines for evaluations:

Instruction will also be modified as necessary for English Language Learners. More specifically instruction will be adapted for:

ELL Students

It is important to BVLS to implement an ELL program with strategies grounded in research and in accordance with Arizona requirements. Again, an advantage of our program and the use of Edgenuity is the immediate accessibility of data to lessons specifically designed for any student's language proficiency level. Lessons are easily adapted as the student's language skills develop. Instructional, evidenced-based strategies embedded in the curricular program are as follows:

- Pre-teach and provide multiple exposure to vocabulary and content
- Teach pre-reading strategies to build comprehension
- Provide explicit instruction
- Use visuals, models, graphic organizers
- Activate background knowledge
- Make instruction accessible
- Model metacognitive strategies
- Provide opportunities to practice skills in safe settings
- Adapt lessons and material
- Provide instructional support for the close reading of texts
- Use home language strategically (content in multiple language)³

Breakthrough Virtual Learning Solution's teachers will analyze data generated by Pulse Software (integrated from the content provider, state testing, and norm-referenced

² <https://sites.ed.gov/idea/statuteregulations/>, retrieved June 13, 2019.

³ Edgenuity website, with permission, <https://www.edgenuity.com/special-populations/#english-language-learners>, May 2019.

testing) to determine adjustments needed to instructional strategies for different subgroups and populations of students. Uniquely, our program is designed to utilize robust tools to understand and progress monitor all students and customize their educational plan based on special needs, life circumstances and ability level.

Social/Emotional:

Additionally, the implementation of our program and its curriculum content should support students in becoming healthy and productive young adults. Many of BVLS's at-risk students experience significant social and emotional issues due to a variety of reasons (bullying, emotional/physical abuse, trauma, or other life circumstances). The following supports are paired with instruction to provide students with whole-child supports and interventions many so desperately need.

Student Relationship Manager: Each student will be assigned a Relationship Manager (RM). This RM will have the responsibility of knowing students academically, understanding their family dynamic, life situation, and social/emotional needs. We know that students need trusted adults to help mentor them through these tough years. The RM is committed to nurturing the "whole person" and endeavoring to make sure each student is set up for success in every area of life.

Mentorships: Mentorships are also key to our school's effectiveness. In addition to the RM, we are committed to pairing students with mentors in the community that are able to advise and act as life coaches. By working with local youth-focused organizations and resources, our goal is to set up mentoring relationships to help our students find their way through life's challenges, including those that may have brought them to BVLS in the first place.

Home Visits: BVLS's staff will conduct home visits to both monitor progress in and satisfaction with our program as well as to inspire hope in each student's family or support structure. We realize that the more "buy-in" there is in a student's environment and significant relationships, the more likely they will be successful and success will persist.

All Subgroups

BVLS is committed to all students' progress. Our at-risk population (which includes low-socioeconomic, minority students, ELL, Special Education) has many adaptations and supports in instruction. Additional supports critical to student success include the following:

Free Summer School: All summer schooling at BVLS is free to our students. Students may need credit recovery classes or may be ready to accelerate in an area in which they have a particular interest, passion, or aptitude. They may find themselves, maybe for the first time, on a real "roll" in their education. We want to respond to our students' needs, desires, and motivations by allowing them to create a seamless timeline to their educational goals. By removing the burden of tuition many programs have for summer

school, we allow our students to take advantage of the opportunity to set the pace that works best for them. Students can enroll in classes anytime from the end of the school year to the beginning of the next. Staffing is determined by the courses in which students enroll. Additionally, the centers offer summer hours for students taking courses to continue the safe, trusting culture of caring environment they have come to not only depend on, but enjoy.

Although these specific adaptations are available to differing subgroups, it is important to note BVLS's program is intentionally designed to individualize instruction for **ALL** students. By design, we look at each child, create a program specific to him/her and implement and support using highly qualified staff and a center-based model.

BVLS firmly believes in and implements an Education and Career Action Plan (ECAP) for each student. Because our ability to implement this is key to our success, each of our students has an ECAP with both short-term and long-term goals. With the PULSE Software working alongside Edgenuity, teachers and staff are alerted immediately if a student is not meeting those goals. We are able to respond accordingly with appropriate adjustment and interventions.

The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.

BVLS specifically chose Edgenuity because of its unique ability to allow accommodations and modifications to the content. Because our program is individualized, this element is essential in any chosen program resource. If additional program resources are needed, these will be vetted using a detailed rubric with essential, best practice instructional strategies.

Identified students will receive onsite support when appropriate.

As described above, the center component is key to all students. Students will have the opportunity to visit the center to receive any necessary support.

Section 10

Policies and Procedures: Describe the policies and procedures to ensure the academic integrity of the AOI School/Program.

Section 10 must address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.

Relationship Managers (RMs) are in constant contact with parents (when involved) and students. The number one job of the RMs is to continually inform, problem solve, and develop solutions, academically, socially and emotionally with and for students. Procedures are in place when tracking progress and for advancement to future classes. They are as follows:

Level 1

Students who do not achieve the weekly 15% progress goal the first time will be placed on Level 1 and encouraged to create and follow a plan to increase their weekly progress. This plan will focus on four key areas:

1. Login Rate
2. Time on Task
3. Center Attendance
4. Teacher/Relationship Manager Contact

Level 1 Intervention is voluntary on the student's part. A student may continue to stay on Level 1 Intervention at the discretion of the Regional Director (RD), Center Director (CD), and Relationship Manager (RM).

Level 2

Students who are chronically (2 or more weeks*) achieving less than 15% weekly progress will be placed on Level 2 and **required** to follow a plan to increase their weekly progress. This plan will focus on four key areas, the same as Level 1:

1. Login Rate
2. Time on Task
3. Center Attendance
4. Teacher/Relationship Manager Contact

Level 3

Students who do not achieve 15% progress while on Level 2 (*The number of weeks on level 2 is determined by RD, CD, RM) will be placed on Level 3 and **required** to sign a contract stating that 30% progress must be achieved within the seven day week in which the contract was issued.

If level 3 is not met, all related parties will convene to determine best course of action and formulate next steps.

The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.

Breakthrough Virtual Learning Solutions believes in the continual use of data to improve instruction, academic outcomes, and students progress. The team will analyze a variety of data to determine:

- areas of success
- areas of opportunity
- gaps in content
- student progress toward course completion
- student academic progress
- academic growth (at least one year's growth)

Data will come from several assessment avenues:

State Required Testing:

BVLS will closely monitor the progress of Arizona's 5 year assessment plan and restructuring efforts and adhere to all state regulations regarding testing including:

- AzMERIT, AIMS, and the Menu of Assessments
- AZELLA
- Alternative Assessments

Nationally Normed Assessments:

BVLS will utilize a nationally normed assessment tool, NWEA® Map®, to determine students' growth and set growth targets for students. This assessment is invaluable because students come to BVLS with many deficits in academic ability. These tests allow BVLS to show a student their growth over time and, although it may not be to the benchmark defined by their age or grade level, it will show the progress and growth they have made while at BVLS.

Classroom Formative and Summative Assessment Data:

BVLS will utilize both formative and summative assessments to determine mastery of skills. These assessments are invaluable in placing students in correctly-leveled courses, helping teachers to individualize and differentiate instruction accordingly, and to monitor student progress and curriculum implementation/effectiveness. Assessments

will be specifically chosen as an effective way to determine levels, monitor progress, and provide intervention. Because BVLS’s model is based on mastery of skills, teachers can pinpoint areas of weakness or acumen and can assign appropriate intervention lessons and/or advanced placement options. This is done on a weekly basis collaboratively with staff.

Establishing Growth Targets:

Breakthrough Virtual Learning Solutions establishes growth targets through the implementation and utilization of two dynamic systems for tracking student success: NWEA Maps and Edgenuity. The two programs will provide the necessary tools to set growth targets with students, assign interventions, and work collaboratively to monitor progress toward goals.

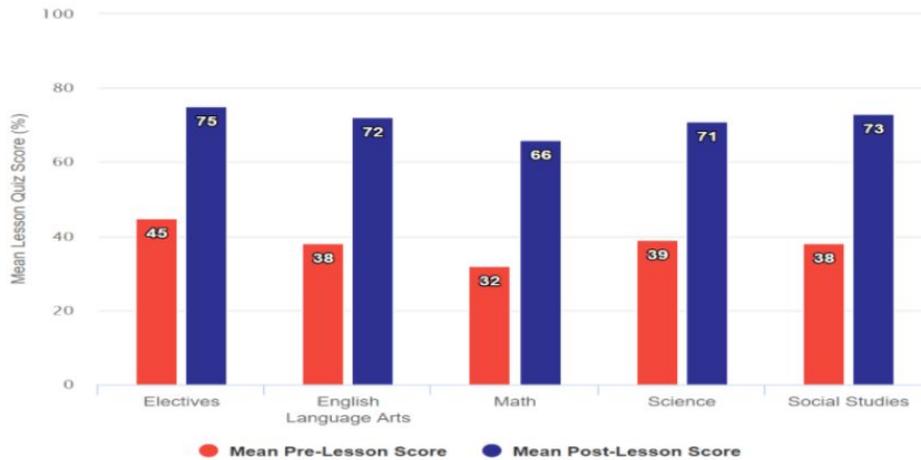
Alert ID	Last Name	First Name	Course	Grade	Start Date	Target Date	First Grade	Last Grade	Days Since Last Action	Target Completion	Progress
55470	Goetter	George	Biology - SC3209	87.3%	10/25/2014	6/25/2015	10/26/2014	12/19/2014	0	22.6%	6.0%
55475	Overachiever	Oley	Algebra I - MA2003	94.7%	12/10/2014	8/19/2015	12/10/2014	12/18/2014	1	3.6%	4.1%
55468	Reader	BeaLo	Language Arts 8 - ELA3008	69.7%	11/23/2014	5/19/2015	10/23/2014	12/19/2014	0	14.7%	17.8%
55473	Struggler	Sarah	Survey of U.S. History - SS	87.5%	10/29/2014	8/19/2015	10/29/2014	12/19/2014	0	21.9%	3%
55474	Artz	Langrid	Language Arts 11 - ELA3011	87.2%	11/25/2014	3/8/2015	10/26/2014	12/19/2014	0	23.3%	24.8%
55471	Atrisk	Amanda	Language Arts 10 - ELA2065	65.5%	10/26/2014	5/25/2015	10/26/2014	12/19/2014	0	25.6%	5.1%
55465	Bulle	John	Mathematics 8 - MA3108	90.8%	10/31/2014	7/1/2015	10/29/2014	12/2/2014	16	20.2%	0.8%

Source: Edgenuity ¹

The Edgenuity platform will allow the school to easily set growth targets with students. Because each assessment provides immediate feedback, teachers work with students to set reasonable goals and plan action steps to achieve those goals. Below is a model sample teacher view.

Additionally, teachers will also have the ability to obtain whole-class data for pre- and post-lesson scores, allowing them to adjust and differentiate their instructional practices accordingly.

¹ Edgenuity website, <https://www.edgenuity.com/products-and-services/instructional-services/>, retrieved June 3, 2019.



Lastly, Edgenuity’s platform will also provide formative and summative performance data. Again, this data is in real-time and allows for a continuous view of overall progress, making it possible to incorporate immediate adjustments upon recognition of declining performance anywhere across the whole school.²

NWEA® Map® will also provide important data to inform growth targets. This measure, although less frequent than those calculated by our curriculum content provider, provides the nationally-normed reference component that helps effectively evaluate student progress as well as the alignment of our curriculum.³

Not only will the normed testing data show growth made by the school and each tested student, it will also have the ability to use individual student scores to project the trajectory to proficiency on state-mandated testing. The testing suite allows students to set a growth target for each testing cycle. This feature is also exceptionally helpful and critical for the teacher to individualize each student’s learning plan and curriculum.

Additionally, teachers are able to continually evaluate progress and report findings during their weekly meetings. Harnessing the power of knowledge (the data) and technology, BVLS will quickly intervene with students, provide immediate data-driven intervention lessons at age appropriate levels, and progress monitor to get students back on the path to a brighter future.

² Edgenuity, <https://www.edgenuity.com/the-difference/efficacy/gains-report-generator>, retrieved May 12, 2019.

³ NWEA, <https://www.nwea.org/content/uploads/2017/05/MAP-Growth-Fact-Sheet.pdf>, retrieved May 12, 2019.



Courses offered exhibit formative assessment of student competency.

Edgenuity offers assessment strategies grounded in research. Each lesson encompasses formative assessment component to ensure concepts are mastered to the 70% proficiency level throughout the course. These formative assessments may be formal or informal depending on the concept. Summative assessments provide knowledge and information to ensure the course is mastered and students retained necessary information throughout the course. Edgenuity, along with Pulse Software track these assessments to allow teachers immediate access to data.

Additionally, formative assessment tools that provide variation for the students and authentic assessments for teachers are:

- Quizlet®
- Nearpod®
- Kahoot
- Google Classroom
- Edmodo®
- EDPuzzle
- Additional resources may also be utilized

The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.

Exit outcomes are clearly defined for each course and formative and summative assessments match these outcomes. Students at BVLS will earn 0.5 credit for each (semester length) class successfully completed and mastered. A score of 70% is required on formative and summative assessments before students are able to move on

to the next concept or lesson. Passing of a course and receiving credit requires a cumulative score of no less than 70%. The transcript will provide the grading scale and GPA (Grade Point Averages) based on a 4.0 scale.

BVLS has the advantage of using both Edgenuity and the Pulse Wrap Around Software as a system to continually monitor student progress. BVLS requires an Education and Career Action Plan (ECAP) for each student. Because our ability to implement this is key to our success, each of our students has a plan with both short-term and long-term goals. With the PULSE Wrap Around Software working alongside Edgenuity curriculum, teachers and staff are alerted immediately if a student is not meeting goals. We are able to respond immediately and accordingly with appropriate adjustment and interventions.

This accountability system is the underpinning of success for all types of students. This system of skills mastery allows us to pinpoint areas of strength and areas of opportunity for each student and provide the appropriate supports to allow students to excel at their own pace.

Additionally, BVLS's unique model allows us to track credits toward graduation without the additional stigma created by labeling students in a grade (we understand, for state reporting, grade designations will be required). The focus for our students is to successfully achieve and master exit outcomes for each course AND successfully progress to graduation. The practice of designating students in grades raises student anxiety, increases feeling of failure and dwindles, once again, that feeling of success. We want students to celebrate every class they master. Our staff then encourages and helps set goals for the next.

School Name: Breakthrough

Section 1: Introduction	Not Met	Partially Met	Met
Needs Analysis	The introduction does not provide a need or interest of the model for the selected community/population to be served. The introduction did not include a description of the community, or the target population, or an explanation of how the selected community/target population will benefit from the AOI School/Program.	On a limited basis, the introduction provides the need or interest of the model for the selected community/population to be served. The introduction included a limited description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction fully describes the need or interest of the proposed model for the selected community/population to be served and includes a description of the community, or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.
Comments:			The introduction provides a detailed description outlining the population targeted (specifically at-risk) as well as how Breakthrough Virtual Learning Solutions will attend to this population's needs. A strong comparison to the work they've done in Michigan is referenced as they target similiar populations.
	0	0	2
Educational Philosophy	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	On a limited basis, the introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction fully describes the principles or concepts fundamental to the proposed school/program's instructional strategies.
Comments:			The introduction addressed meeting the needs of the at-risk student population through an individualized, personal learning program that allows for individually based skill mastery.
	0	0	2

Summary of Instructional Program	The introduction does not provide a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	On a limited basis, the introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction fully describes the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.
Comments:			The BVLS has directly aligned AZ Standards to the current curriculum using Edgenuity as it's curriculum provider. The model is based on highly researched practices, standard based learning, and scaffolded supports.
	0	0	2
Implementation	The introduction does not provide a description of how the AOI School/Program will/will not be integrated within the current school system.	On a limited basis, the introduction provides a description of how the AOI School/Program will/will not be integrated within the current school system.	The introduction fully describes how the AOI School/Program will/will not be integrated within the current school system.
Comments:		A new state wide school in Arizona, they will work to partner with other schools to provide support. How will they specifically do this? Will they partner with the 'home' school of the student? Will they set up partnerships with districts/schools around the state? How do we know other schools/districts that may already have their own program will partner with them?	During the in-person demonstration, Breakthrough thoroughly described their plan for implementing Learning Centers throughout the state to provide their students with in-person support. A specific brick-and-mortar school. This earned them a maximum score on this indicator.
	0	0	2
Leadership	The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	On a limited basis, the introduction provides a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction fully describes the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.

Comments:			A comprehensive list of current BVLS leaders headquartered in Michigan, and their roles were provided. A center director role will be vetted upon charter approval.
	0	0	2
Accessibility	The introduction does not provide a description of the accessibility of courses and any limitations in access for the target population. The technology requirements the student will need to access courses including bandwidth requirements were not included.	On a limited basis, the introduction provides a description of the accessibility of courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access courses including bandwidth requirements were included.	The introduction fully describes the accessibility of courses and any limitations in access for the target population. Specific technology requirements that the student will need to access courses including bandwidth requirements were included.
Comments:			The narrative explains that each student in the program will receive a laptop computer with all of the necessary software. In addition, each student will be provided with a mobile hotspot to provide access to the Internet. Bandwidth is addressed.
	0	0	2
Enrollment	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included.	On a limited basis, the introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included or addressed on a limited basis.	The introduction fully describes a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was fully described.

Comments:			Enrollment is addressed by a detailed description outlining which measures will be taken to ensure all enrolled students reside in Arizona (enrollment form, proof of residency, proof of age, prior academic records, etc.)
	0	0	2
Section 1: Totals (7 items)	0	0	14

Section 2: Curriculum Choices	Not Met	Partially Met	Met
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements (based on cohort year) for the identified student population.	The narrative does not describe a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.		The narrative fully describes a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.
Comments:			A highly organized curriculum map that includes course descriptions, standards delivery, and evidence of mastery was provided.
	0	0	2
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe concurrent, dual, Honors, or AP credit.		The narrative describes a program of study for concurrent, dual, Honors, or AP credit.

Comments:			The narrative mentions Dual Enrollment opportunities, but Honors and AP courses are not discussed. Will these courses be offered? If not, please explain.
	0	0	2
The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. Note: Required for high schools only.	The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	On a limited basis, the narrative references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative describes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.
Comments:		The narrative states that internship opportunities will be provided ("We collaborate with local businesses to helps students....") However, the specific businesses that they plan on collaborating with were not included.	During the in-person demonstration, Breakthrough thoroughly described and demonstrated how 21st Century Skills are embedded into their LMS. Voc-Ed, CTE, as well as college. This earned them a maximum score on this indicator.
	0	0	2
The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative does not describe a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	On a limited basis, the narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address two or more of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.

Comments:			A detailed description of the courses offered, activities within the course, methodologies, instructional approaches and types of assessments used to monitor student progress were provided.
	0	0	2
Section 2: Totals (4 items)	0	0	8
A list of course offering with descriptions must be included as an appendix.			

Section 3: Educational Methodologies	Not Met	Partially Met	Met
The AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The narrative does not describe any educational methodologies.	On a limited basis (four or less methods), the narrative describes educational methodologies.	The narrative fully describes five or more educational methodologies.
Comments:			BVLS provides computer assisted learning through Edgenuity, using a blended approach. Direct instruction videos and interactive tools are provided such as virtual classroom, live sessions, and break-out rooms utilized for group work or discussions. Lab work is done virtually using Praxilabs. Tutoring is provided both in person and virtually. Group chat sessions and secure email are provided through Edgenuity's LMS. Numerous virtual field trips are utilized through Google Expeditions, Field Trip Zoom and Tour Building, etc. Some in person, local field trips are also described. The Technology helpdesk is available on all devices.
	0	0	2

Specific examples of how the needs of different learning styles (visual, auditory, and kinesthetic) will be met through online learning is identified.	The narrative does not describe how learning style needs will be met through online learning.	On a limited basis, the narrative describes how learning style needs will be met through online learning.	The narrative fully describes how learning style needs will be met through online learning.
Comments:		The narrative explains BVLS's belief in meeting learning styles but does not explain how this will be done, other than to say in the course content.	The demonstration showed how the instructional content meets various learning styles. Videos with audio and visuals are provided for most instruction. Audio is provided for all text. eNotes are available for students to use as they move through each course. Virtual labs provide a kinesthetic experience. This earned them a maximum
	0	0	2
A detailed explanation of the types of modifications which can be made within the course management systems to support individual student needs is provided.	The narrative does not describe the modifications that are available to meet individual student needs.	On a limited basis, the narrative describes the modifications that are available to meet individual student needs.	The narrative fully describes the modifications that are available to meet individual student needs.
Comments:		The narrative explains that modifications are possible but does not offer any explanation of how this is done.	The demonstration highlighted the individualized learning plans that will be set up for each student. Plans include the number of courses a student can take at any one time. Additionally, there are accommodations for due dates and timing on quizzes and exams depending on a student's needs. Using Pulse, teachers are able to monitor student grades, communication and activity on each student making modifications to learning plan as needed. The CMS also includes transcripts that can be translated in 22 different languages. Read aloud functionality is built into the system as well. This earned them a maximum score on this indicator.
	0	0	2
Support through both synchronous and asynchronous methods is available to AOI students.	The narrative does not identify synchronous or asynchronous methods to support students.	On a limited basis, the narrative identifies synchronous and/or asynchronous methods to support students.	The narrative fully identified both synchronous and asynchronous methods available to support students.

Comments:		The narrative indicates courses will be delivered in synchronous and asynchronous formats, but does not go into detail.	The demonstration indicated that teachers can set up synchronous groups using Google Hangouts as need arises, including shared communication. However, most instruction and communication will be conducted asynchronous, which meets the needs of their student demographic. This earned them a maximum score on this indicator.
Identify at least three "best practices" in online instruction and explain how this practice will be implemented.	The narrative does not identify implementation plans for online "best practices".	On a limited basis, the narrative identifies implementation plans for online "best practices".	The narrative fully identifies implementation plans for online "best practices".
Comments:			The narrative identifies three best practices as curriculum and course design, instruction, and assessment of student performance. It then defines several methods BVLS intends to use to implement those practices.
	0	0	2
Section 3: Totals (4 items)	0	0	8

Section 4: Safeguards	Not Met	Partially Met	Met
The provisions of the Learning Management Systems (LMS) and Content Delivery Systems (CDS) to ensure user security through password protected access are described.	The narrative does not identify password protection provisions.		The narrative identifies password protection provisions.
Comments:			Access to courses and BVLS's LMS is conducted through a single sign-On, password protected, student-issued device.
	0	0	2

The processes to select, screen, and maintain Internet links within the course management system are identified whether handled at the vendor, school level, or both.	The narrative does not identify any processes to select, screen, and maintain Internal links.	On a limited basis, the narrative identifies processes to select, screen, and maintain Internal links.	The narrative fully identifies processes to select, screen, and maintain Internal links.
Comments:			Certified teachers monitor external links. Student issued devices include filters to block inappropriate content.
	0	0	2
The process for students to report technical issues is identified.	The narrative does not identify the process for students to report technical issues.	On a limited basis, the narrative identifies the process for students to report technical issues.	The narrative fully identified the process for students to report technical issues.
Comments:			Several avenues for dealing with technical issues were defined: using staff help in centers, helpdesk feature on computers, email teachers and or Center Director/Relationship Manager.
	0	0	2
Section 4: Totals (3 items)	0	0	6

Section 5: Safe Research	Not Met	Partially Met	Met
The process to teach Internet Safety to students is identified and explained.	The narrative does not identify the process to teach Internet Safety.	On a limited basis, the narrative identifies the process to teach Internet Safety.	The narrative fully explains the process to teach Internet Safety.
Comments:			On-boarding courses on internet safety, cyberbullying, digital citizenship and footprints will be required of all students. Teachers will also review this topic often. Detailed acceptable use policies of the student device and mobile hotspot were provided and explained, including consequences for offenses of such things as cyberbullying, confidentiality and misuse of the internet/network.
	0	0	2

Identify the process and resources available to support any research, which requires a student to research outside of the course management system.	The narrative does not identify the process or resources available to support research.	On a limited basis, the narrative identifies the process and/or resources available to support research.	The narrative fully identifies
Comments:			Research is conducted inside the LMS and/or through student devices with internet filter safeguards in place. Students can also conduct research with teachers/relationship managers in centers.
	0	0	2
Section 5: Totals (2 Items)	0	0	4

Section 6: Confidentiality	Not Met	Partially Met	Met
The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The narrative does not identify an internal email communication system.	On a limited basis, the narratives identified an internal email system.	The narrative fully identifies the provisions of an internal email system.
Comments:			All virtual communications are conducted using a password protected login, which is available to staff, students and parents/guardians.
	0	0	2
The school has the capacity to secure and log key communication between staff, students, and parents (such as instruction and student progress).	The narrative does not address security or logging of key communication.	On a limited basis, the school has the capacity to secure and log key communication.	The school has the full capacity to secure and log key communication.
Comments:			Detailed records of communication are documented. Student progress and other key communication is protected with a secure sign-on.
	0	0	2
Section 6: Totals (2 items)	0	0	4

Section 7: Teacher Selection and	Not Met	Partially Met	Met
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative does not describe a system of ongoing professional development and monitoring for teachers.	On a limited basis, the narrative describes a system of ongoing professional development and monitoring for teachers.	The narrative fully describes an established a system of ongoing professional development and monitoring for teachers.
Comments:			The narrative includes a program for professional development. Starting with 5 days and continuing with center directors monitoring and PD options through Edgenuity. Conversations and data point collections are used for the evaluation process. initial and ongoing systems of support for teacher growth is evident.
	0	0	2
Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic	The narrative does not describe how teachers are required to exhibit competency in the use of the LMS.	On a limited basis, the narrative describes how teachers are required to exhibit competency in the use of the LMS.	The narrative fully describes how teachers are required to exhibit competency in the use of the LMS.
Comments:		It is noted in the narrative that competency with the LMS will be required, but it's unclear as to how the competency will be measured. Will someone shadow a course? Virtual walkthroughs? Competency checklist?	The demonstration indicated that teachers will participate in a two day in person training and then shadow a mentor teacher. Teachers will then be given a small class that is closely monitored until the teacher demonstrates mastery of the system. This earned them a maximum score on this indicator.
	0	0	2
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders (fingerprints, AEPA, attestation, etc.).	The narrative does not identify a plan for ensuring how teachers are required to be highly qualified.	On a limited basis, the narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area.	The narrative fully identifies a plan for ensuring each teacher of record is highly qualified in the content area.

Comments:		The narrative provides detailed information about appropriate certifications, but a specific monitoring plan is not included. In addition, fingerprint clearance requirements are not mentioned.	The demonstration indicated transcripts are verified prior to highering for Highly Qualified (using No Child left behind). This earned them a maximum score on this indicator.
	0	0	2
Section 7: Totals (3 items)	0	0	6

Section 8: Community Partnerships	Not Met	Partially Met	Met
Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. Note: Not required for Kindergarten through 8th	The narrative does not describe any community partnerships.	On a limited basis, the narrative describes planned and established community partnerships.	The narrative fully describes planned and established community partnerships.
Comments:		While BVLS identified several trade/vocational opportunities with community partners in various areas, no mention of university or community college opportunities was provided. Do students have post-secondary option along a continuum?	The demonstration indicated Partnerships with universities, community colleges and technical schools have already been established. Additional collaborations are planned. This earned them a maximum score on this indicator.
	0	0	2
Community partnerships have been planned or established with private business, career track organizations, and community organizations have been established.	The narrative does not describe any partnerships.	On a limited basis, the narrative describes planned and established partnerships.	The narrative fully describes planned and established partnerships.
Comments:		The narrative includes community engagement (Chamber of Commerce for example) and community based organizations for at-risk students and families. Also stated is 'Smaller businesses to ascertain the level of workforce preparedness...". This section is limited.	The demonstration indicated partnerships with a number of local businesses. This earned them a maximum score on this indicator.
	0	0	2
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience.	On a limited basis, the narrative describes partnerships.	The narrative fully describes how partnerships will enhance the school experience.

Comments:		While BVLS values community involvement, the trade school pathway is evident, are there higher education options available to students who seek that route for themselves?	The demonstration indicated that Each student will have a personalized learning plan and an education, career action plan to help enhance their school experience. This earned them a maximum score on this indicator.
	0	0	2
Section 8: Totals (3 items)	0	0	6

Section 9: Disabled Services	Not Met	Partially Met	Met
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) for students with <i>varying disability categories</i>	The narrative does not describe an identification process for special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA)	On a limited basis, the narrative describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis	The narrative fully describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA).
Comments:			The narrative fully describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA).
	0	0	2
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students with varying disability categories.	The narrative does not describe how the content and the content delivery system can be modified.	On a limited basis, the narrative describes how the content and the content delivery system can be modified.	The narrative fully describes how the content and the content delivery system can be modified.
Comments:		.The narrative explains that instruction can be adapted for specific disability areas. Specific strategies are identified for ELL students, but no details are mentioned about accommodations and modifications such as talk to text, audio text, changes in colors and fonts, etc.	The demonstration indicated through the LMS and in-person support, if necessary, instructors are able to accommodate and modify the curriculum based on the student's IEP. This earned them a maximum score on this indicator.
	0	0	2

Identified students of varying disabilities will receive onsite support when appropriate.	The narrative does not describe how students with varying disabilities are identified to receive onsite support, when	On a limited basis, the narrative describes how identified students with varying disabilities will receive limited onsite support, when	The narrative fully describes how students with varying disabilities will receive onsite support, when appropriate.
Comments:			Ancillary services such as speech, OT, and PT will be provided in accordance with the students IEP. Student will receive these services in a variety of ways both virtually, at the center, or in their home if necessary.
	0	0	2
Section 9 Totals (3 items)	0	0	6

Section 10: Policies and Procedures	Not Met	Partially Met	Met
Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	The narrative does not describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	On a limited basis, the narrative describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	The narrative fully describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.
Comments:			The narrative explains a process that has 3 levels of monitoring. When students are not achieving 15% weekly progress (even for the first week) this process begins. If level 3 is not met, there will be a meeting of all related parties to determine the best course of action.
	0	0	2
The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe a process to ensure/monitor student progress for at least one year's growth annually.	On a limited basis, the narrative describes a process to ensure/monitor student progress for at least one year's growth annually.	The narrative fully describes a process to ensure/monitor student progress for at least one year's growth annually.

Comments:			The AOI will monitor student progress for at least one year's growth annually using a variety of information. This will include progress toward course completion, classroom formative and summative assessment data, state required test scores, national test scores, etc.
	0	0	2
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	On a limited basis, the narrative describes how courses offered exhibit formative assessment of student competency.	The narrative fully describes an assessment plan that provides for formative assessment of student competency.
Comments:			The narrative identifies a variety of formative assessments and assessment tools that will be used such as quizlet, nearpod, kahoot, edmodo, edpuzzle, etc.
	0	0	2
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe a process to ensure academic integrity for exit outcomes for each course/grade offering.	On a limited basis, the narrative describes a process to ensure academic integrity for exit outcomes for each course/grade offering.	The narrative fully describes a process to ensure academic integrity for exit outcomes for each course/grade offering.

Comments:		The narrative states that students must earn at least a 70% on formative and summative assessments before moving on, but no mention is made of in person testing, use of tools such as turn-it-in.com, etc.	The demonstration indicated detailed information about academic integrity is provided. This earned them a maximum score on this indicator.
	0	0	2
Section 10 Totals (4 items)	0	0	8

Demonstration 1- Learning	Not Met	Partially Met	Met
The School demonstrated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual of on-site), and technology help desk process.	The demonstration did not show all required components.		The demonstration showed all required components.
			Demonstration showed login procedures, highlighting student security. Communications in the Comm App system are all captured using Pulse and available to parents, students and teachers. Tutoring is provided virtually by teachers and in centers. An IT helpdesk will be set up to help students work through computer and/or connectivity issues. Edgenuity's helpdesk system was demonstrated.
	0	0	2
The School is able to demonstrate selected items from the Curriculum Planning Document.	The demonstration did not show the selected items from the Curriculum Planning Document.	The demonstration showed some of the selected items from the Curriculum Planning Document.	The demonstration showed all selected items from the Curriculum Planning Document.
Comments:			
	0	0	0

The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs.	The demonstration did not show how modifications are made.		The demonstration showed how modifications are made.
Comments:			The demonstration showed how modifications are made.
	0	0	2
The School demonstrated both synchronous and asynchronous methods available to support AOI students.	The demonstration did not show synchronous and asynchronous methods available to support students.		The demonstration showed both synchronous and asynchronous methods available to support students.
Comments:			The demonstration focused on asynchronous methods available to students, but also discussed the synchronous methods that will be available through individual teachers and through their Centers
	0	0	2
The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented.	The demonstration did not show how online "best practices" will be implemented.		The demonstration showed how online "best practices" will be implemented.
Comments:			Online best practices including immediate instructor, feedback, discussion boards, and available in-person support are a focus at PathwaysKM.
	0	0	2
Demonstration 1 Totals (5 items)	0	0	8

Demonstration 2 - Safe Research	Not Met		Met
The School demonstrated and explained the process by which students will be taught Internet Safety.	The demonstration did not show how students will be taught Internet Safety.		The demonstration showed how students will be taught Internet Safety.

Comments:			The demonstration showed the on-boarding instruction that teaches internet safety. Go Guardian is loaded into each Chromebook provided to students. Access to various sites is limited.
	0	0	2
The School demonstrated and identified the process and resources available to support any research, when students are	The demonstration did not show the process and resources available to support research.		The demonstration showed the process and resources available to support research.
Comments:			The demonstration showed that research is conducted within the LMS.
	0	0	2
Demonstration 2 Totals (2 items)	0		4

Evaluation Criteria	Not Met	Partially Met	Met
Section 1: Introduction	0	0	14
Section 2: Curriculum Choices	0	0	8
Section 3: Educational Methodologies	0	0	8
Section 4: Safeguards	0	0	6
Section 5: Safe Research	0	0	4
Section 6: Confidentiality	0	0	4
Section 7: Teacher Selection & Training	0	0	6
Section 8: Community Partnerships	0	0	6
Section 9: Disabled Services	0	0	6
Section 10: Policies and Procedures	0	0	8
Demonstration 1- LMS	0	0	8
Demonstration 2 - Safe Research	0	0	4
Totals	0	0	82

Total Number of Items	82	<i>Unless an item was purposely skipped, this should be 42</i>
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100.00%	% of criteria at "Met"	<i>To pass, this must be 95%</i>
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	Sections with more than one score of	<i>To pass, this cannot be greater than 1</i>
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0	Total number of "Not Met" scores	<i>To pass, this cannot be greater than 1</i>
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