

Adding Grade Levels to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
EDUPRIZE SCHOOLS, LLC

CTDS:
07-86-87-000

Mailing Address:
4567 W. Roberts
Queen Creek, AZ 85242
> [View detailed info](#)

Representative

Name:
Lynn Robershotte

Phone Number:
480-606-8684

Fax Number:
480-888-1655

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

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

New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Algebra II).

For K-8

Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the [required template and instructions](#).









For 9-12

Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the [required template and instructions](#). Each course must align with the State's graduation requirements.

Add Grade Levels

9th
10th
11th
12th

Curriculum Samples

-  [Download File](#) — Algebra 1
-  [Download File](#) — Geometry
-  [Download File](#) — Algebra II
-  [Download File](#) — Precalculus
-  [Download File](#) — ELA 11
-  [Download File](#) — ELA 12 Update 6-20-2013
-  [Download File](#) — ELA 10 - Update 6-20-2013
-  [Download File](#) — ELA 9 - Update 6-20-2013

Effective Date

07/01/2013

Attachments

Board Minutes —  [Download File](#)

Narrative —  [Download File](#)

Timeline for implementation —  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature

Lynn Robershotte 06/21/2013

Minutes of Board of Director's Meeting
EDUPRIZE SCHOOLS
January 17, 2013

Members in attendance:

Lynn Robershotte
Paul Robershotte
JoAnna Curtis
Brandon Johnson

Absent

None

Non-Members Present

Joyce Fox
Barbara Duncan
Robbie McCamman
Hilary Smith
Terri Lymer

The meeting was held per posted agenda on our webpage and as posted in the foyer at 4567 W. Roberts Road and called to order by President Lynn Robershotte at 12:45 p.m.

1. The PTN report: An update was given by Joyce Fox.
2. Consideration of Special Education Report: Given by Hilary Smith.
3. Consideration of Curriculum Report: Given by Terri Lymer.
4. Consideration of Principal's Report: Given by JF-RM.
5. A Review of Financial Reports was completed by Board members.
6. The minutes from the December 12, 2012 Board of Director's meeting were reviewed. A motion was made by Paul Robershotte to approve the minutes with a second by JoAnna Curtis. The Board unanimously approved.
7. Approval of Expenditures and Disbursements: A motion was made by Lynn Robershotte and a second was given by JoAnna Curtis to approve the expenditures and disbursements as presented. The Board unanimously approved, initialed, and signed appropriately.
8. Consideration of Contracts and Agreements: Lynn Robershotte made a motion to approve Employment Contracts as presented with a second by Paul Robershotte. The Board unanimously approved.
9. Considerations of Resignations: Lynn Robershotte moved to accept the resignation of JM at the Gilbert Campus with a \$1500 withholding for the training fee. A second was given by Brandon Johnson. The Board unanimously approved. A motion was made by JoAnna Curtis to accept the resignations of CE and NH at the QC campus. Paul Robershotte gave a second. The Board unanimously approved.

10. Consideration of Letters to the Board: None

11: Consideration of ECA Acknowledgement: There was a discussion about sending out a thank you to those that participated in the ECA program.

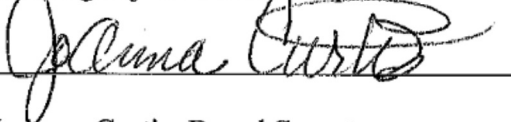
12. Consideration of Calendar: Motion made by Lynn Robershotte to table the calendar, JoAnna Curtis seconded and the Board unanimously approved.

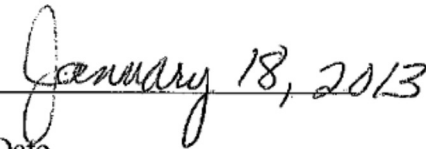
13. Consideration of Salary Scale: Motion made by Lynn Robershotte to table the salary discussions until next meeting, Brandon Johnson seconded and the Board unanimously approved.

14. Consideration of Additional Grades/Students to be Served: Lynn Robershotte asked the Board to consider approving the full roll-up of grades in High School for one submission to the Charter Board. She asked that the Board officially approve offering 9th grade to both of our campuses during the 2013-2014 school year, 10th grade in 2014-2015, 11th grade in 2015-2016, and 12th grade in 2016-2017. Curriculum samples will be sent by the curriculum design team and Dr. Robershotte will provide all other information needed. JoAnna Curtis seconded the motion and the Board unanimously approved.

15. Call to Public: None

Meeting adjourned at 3:00 p.m.


JoAnna Curtis, Board Secretary


Date

RATIONALE FOR INCREASE OF GRADE LEVELS SERVED:

EduPrize has served as an extraordinary educational model since Dr. Lynn Robershotte and JoAnna Curtis opened doors to students in July 1995. It is the original science-based, hands-on, entrepreneurial school and remained true to its mission throughout the last 18 years. EduPrize has consistently shown the highest student performance and z-scores, and has been an excelling, A+ distinguished school for years. Our accreditation through the years with North Central and more recently known as Advanced Ed. (2013) has further acknowledged our program. Until now, EduPrize has served grades K-8 in the Gilbert and San Tan Heights communities. Our communities have begged for this grade expansion to allow our students this continued educational excellence and opportunity in the 9-12 space. Our wait lists and current student base moving up will more than fill the openings available for this expansion.

TARGET POPULATION:

EduPrize is now surrounded by district and charter schools of all types. Virtual schools provide many students with options also. However, a sound educational model, built with “best practices” by curricular teams including multiple Ph.D. and MA specialists cannot be competed with. Our clientele may not fully understand the brain theory and differentiation techniques used, but they do recognize the resultant effects on motivation and performance of their children. Therefore, our target population will be our current student base that will continue with us from their K-8 experience, through their high school years.

In Gilbert we currently serve 1450 students in grades K-8 with approximately 55 students in grade 8. We currently have 52 of those students who have signed an intent to enroll which we can honor once this amendment is approved. We will also more of our 6th graders who have stated they will stay with us in 7th grade since they will no longer be forced to go to other schools for high school. Many of our families see that they must make the shift to other schools for junior high to ensure a good experience an enrollment status for high school. The lion's share of those families have now indicated that they will be returning in 7th-12th grade if that is an option for them.

In San Tan Heights, Pinal County, we are one of a handful of “A” rated schools (district and charter) and our families have fewer good educational options. When we open this program we will have the vast majority of our students remain with us for the 9-12 experience. Housing starts are booming and the community is still growing with limited options. It is for these reasons we are sure that our program will be as successful as our current programs are.

HOW THE ADDITIONAL GRADES SUPPORT:

Our Mission

The EduPrize mission is to provide educational excellence to our community of learners through the use of multiple modality instruction and a strong differentiated curriculum. Students grow socially and academically in an environment where both leadership and collaboration are stressed. Students acquire knowledge and ability in mathematics and language arts through our science-based, thematic approach to applied learning allowing them to excel across the curriculum.

Our Philosophy

We believe in order to provide educational excellence the program must fit the student, as opposed to the child fitting the program. Traditionally there is a set curriculum per grade level and all children in that grade are required to participate in those materials. This “one shoe fits all” philosophy is neither appropriate for students who struggle or students who excel. EduPrize provides a differentiated curriculum wherein every child is pre-tested and placed in programs at their instructional level. Since no two learners are alike, a variety of teaching strategies must also be implemented. Multiple modality instruction not only provides increased participation and motivation, but also provides for increased retrieval cueing and long term memory transfer. Differentiation will be further facilitated by a cutting-edge blended model, through the best use of digital setting and teacher led instruction.

Student activity and ownership create increased attention and time on task which are the two significant correlates to increase instruction. This is created through opportunities for students to work collaboratively in groups across the curriculum while still having their individual progress and benchmarks set by their teacher and program manager.

Students will excel in Mathematics and Language Arts through direct instruction with sub-skill practice per each adopted series, and these sub-skills will be solidified through applied learning. This has been achieved through thematic units called “Cottages.” Our roll-up of grades will also feature this “Cottage” experience through a “Career Cottage” focus and 10th-12th grade student selected Career Emphasis which will lead to specific course requirements as electives allowing students to focus on areas of choice while getting a university preparation experience.

SPECIAL EMPHASES

Differentiated instruction appropriate to the learning level of each student will be achieved by pre-testing all students to ensure appropriate placement in the reading and math program materials to ensure basic competency and honors, AP and Dual credit options. Rio Solado will be assisting us in the dual credit programs and we intend to work toward future International Baccalaureate possibilities. Students will be exposed to career focuses including subdivisions in the areas of World Studies, Business, Fine Arts, Applied Arts, Medicine, and Government. In grade 9 students will still be exploring the varied areas and complete instruction as designed in the basics required for graduation. In grade 10 each student will be asked to select 2 areas to refine their program of studies for intensive instructional opportunities. In grades 11 and 12 student will not only continue this endeavor in their primary area of focus, but will also be allowed experiential opportunities, and hands-on practice.

Our special emphases will further dictate additional requirements in the basic courses of studies. For instance, those choosing World Studies will be required to complete additional foreign language and English language courses. Those choosing Applied Arts in the area of engineering would be required to complete 4 years of mathematics for program completion.

METHOD OF INSTRUCTION

EduPrize is committed to excellence through teaching “the basics” by strand through a variety of approaches. Mathematics will be taught in our technology center so that each student can be placed appropriately per pretest data and move forward as prescribed by teacher and program requirements. Students will be taught through both a digital format and teacher led, intervention model. This will allow

real time instruction for every child at their instructional level. Student progress, performance, and time-on-task will be continually reviewed and real time data will be available to the student, teacher and parent.

Language Arts will be offered in the classroom, led by a highly qualified teacher for the majority of each course offering. Students will participate in digital learning two days a week to expose them to general content and allow for differentiation of programming per student.

Classes are scheduled Monday through Friday and are noted on internal scheduling as an A/B rotation/assignment. Class periods are 55 minutes long and lunch is 30 minutes. EduPrize ensures that it will provide at least the state required number of days and hours of instruction. The proposed high school expansion will provide 180 days of instruction from the approximate hours of 7:50 a.m. to 3:20 p.m.

Student assessment will be on-going. On-line grading will allow parents and students daily access to reports and grades. Assessments will be weighted by assignment and test based on program focuses and objectives and will include:

- Curriculum-based assessments
- Teacher-created assessments
- Portfolio and Oral Assessments
- Student demonstrations and projects/class presentations

PROGRAM OF INSTRUCTION

Our blended approach to the best of digital and teacher led curriculum will include:

English

Programs of study will provide students a variety of quality literary and informational works to teach text structure, appreciation and higher order thinking. Our programs will reflect the rigor of the new Common Core and our assessment will be aligned to the program of studies and our reporting measures.

Mathematics

Program offerings will utilize the digital on-line programming with direct intervention of our math instructors. Focus across course offerings will be real world and career focused with application based methodologies. Relationships in real numbers, algebraic functions, and geometric reasoning will strengthen student aptitude in logic and mathematical basics.

Science

As a science-based school we pride ourselves in offering intense units of study that are not only Common Core aligned, but will allow children the direct transfer of knowledge and reasoning to be successful in all areas. Students will participate in labs 3 days a week focusing on a strong laboratory component, in addition to having digitally imparted program offerings 2 days a week.

Social Studies

Communication, cultures, peoples, and philosophy will be the main focus of every offering in social studies. Students will participate on digital platforms for 2 days a week and in class for 3 days to allow for rapid acquisition and exposure to data, history and general knowledge, while applying these concepts in project based inquiry led by the most qualified of teachers.

Curricular Career Cottage Emphases

Our special emphases will further focus students' skills in areas of their choosing greatly enriching their requirements in the basic courses of studies. These will include World Studies, Business, Applied Arts, Technical Arts, Government and Medicine.

COURSE OFFERINGS

ENGLISH: Students must complete 4 years of English.

Honors Options available for Year- 1 Credit with Teacher approval

Accelerated English available at all levels.

Freshman English Year-1 Credit Prerequisite: None

Using classics, informational text, collaborative readings, and digital componentry, students will explore themes that bridge the past to the present. Evaluating literary elements, improving writing skills and encouraging individual reading will be stressed. Group discussions and presentations will be required throughout the year.

Sophomore English Year- 1 credit Prerequisite: None

English Language studies will be taught with special analyses of contextual periods and social and political influences. Evaluating literary elements, analyzing writing techniques, and developing reading competencies will be accomplished through in-depth study of informational and literary text.

Junior English Year- 1 credit Prerequisite: ELA 10 Sophomore English

An integrated language arts course focusing on a variety of classics evaluating literary elements and critical analysis through writing applications. Honors

Senior English Year-1 credit Prerequisite: ELA11 Junior English An integrated language arts course focusing analyses of history of communications theory and debate. A focus on World Literature will be studied with evaluation of literary elements and critical analysis of informational text through writing, speech, and debate.

SOCIAL STUDIES: Students must complete 3 years of Social Studies.

World History /Geography Year- 1 credit Prerequisite: None

Students will review migrations, geography, cultures and peoples from ancient, medieval, and modern history. A focus on higher-order thinking and common core rigor will require students to compare, contrast and analyze civilizations and cultures.

American History Year- 1 credit Prerequisite: none

Critical religious and world events will be reviewed to better conceptualize the working componentry which lead to American events. Timelines, historic republics and government types will be reviewed in regard their impact on American history.

U.S. Government Year- ½ credit Prerequisite: none

Government branches and workings will be reviewed to conceptualize the checks and balances and tendencies in America today. Timelines, historic republics and government types will be reviewed in regard their impact on American government.

Arizona Government Year- ½ credit Prerequisite: none

Government branches and workings will be reviewed to conceptualize the checks and balances and tendencies in Arizona today.

Free Enterprise/World Markets Year- ½ credit Prerequisite: none

World markets and companies will be reviewed to understand impact to societies, cultures, and governments.

Constitutional Studies Year- ½ credit Prerequisite: none

World events and influences will be reviewed to better conceptualize the working componentry which lead to American Constitution and its components. Timelines, historic republics and government types will be reviewed in regard their impact on the American framework.

MATHEMATICS

Students will complete at least 4 years of math which must include Algebra I, Geometry, and Algebra II.

Algebra I Year- 1 credit Prerequisite: Pre-algebra

Students enrolled in this course will learn problem solving approaches, thinking and algebraic skills necessary for future mathematics courses and other disciplines. Real number systems, linear equations, linear inequalities, exponential functions, quadratic equations, and statistics will be studied.

Geometry Year- 1 credit Prerequisite: Algebra 1

The emphasis on plane geometry also includes some solid and coordinate geometry. The course focuses on spatial relationships, inductive and deductive reasoning, problem solving specifically in geometric settings, and relational correlations from algebra to geometry.

Algebra II Year- 1 credit Prerequisite: Geometry

This course will cover topics in advanced Algebra and Geometry. Students will further understanding of linear functions, quadratic equations, matrices, logarithms, rational equations, conic sections, series and sequences, statistics, and trigonometry.

Pre-Calculus Year- 1 credit Prerequisite: Algebra II

Students will study polynomial and rational functions, logarithms, matrices, sequences and series, analytic geometry and an in-depth study of trigonometric functions, identities, and vectors.

SCIENCE

Students are required to take Biology plus at least two other science courses. Honors courses are available for each of the following:

Conceptual Physics Year- 1 credit Prerequisite: None
Pre-algebra-based physics includes a study of Kinematics, the reasons for and laws of and patterns of motion and force. Studies include Newton's Laws, Energy, Vectors and Optics.

Chemistry Year- 1 credit Prerequisite: Conceptual Physics, algebra
Inorganic chemistry allows students to learn nomenclature, balancing chemical equations, mathematical processes including conversations, density, heat capacity, normality and molality. Labs and lab reports are required.

Biology Year- 1 credit Prerequisite: Physics, Chemistry
Biological systems, population dynamics, cell structure, cells, bimolecular structures, genetics, and classification will dominate this offering.

Foreign Languages: Students must complete 2 years of studies in the same foreign language.

Spanish I	Year- 1 credit	Prerequisite: none
Spanish II	Year- 1 credit	Prerequisite: Spanish I
Spanish III	Year- 1 credit	Prerequisite: Spanish II
Spanish IV	Year- 1 credit	Prerequisite: Spanish III

French I	Year- 1 credit	Prerequisite: none
French II	Year- 1 credit	Prerequisite: French I
French III	Year- 1 credit	Prerequisite: French II
French IV	Year- 1 credit	Prerequisite: French III

Latin I	Year- 1 credit	Prerequisite: none
Latin II	Year- 1 credit	Prerequisite: Latin I
Latin III	Year- 1 credit	Prerequisite: Latin II
Latin IV	Year- 1 credit	Prerequisite: Latin III

Chinese I	Year- 1 credit	Prerequisite: none
Chinese II	Year- 1 credit	Prerequisite: Chinese I
Chinese III	Year- 1 credit	Prerequisite: Chinese II
Chinese IV	Year- 1 credit	Prerequisite: Chinese III

German I	Year- 1 credit	Prerequisite: none
German II	Year- 1 credit	Prerequisite: German I
German III	Year- 1 credit	Prerequisite: German II
German IV	Year- 1 credit	Prerequisite: German III

Each foreign language offering introduces students to vocabulary and the culture of the countries in which the language is spoken. Students will read, write, speak, and understand the language.

PHYSICAL EDUCATION/HEALTH Year- 1 credit required

Students will improve fitness and physical skills while learning the importance of cooperation and teamwork. Physical education will be offered daily with special focus units.

SPECIAL EMPHASIS ELECTIVE COURSES

Computers/Graphic Design

Students develop a mastery of computer skills in order to assist the student with academic and career goals.

Fine Arts/Music/Drama

Prepares all students with a strong foundation and training in proper techniques; encourages students to improve skills and instill an appreciation for the fine arts, music, and drama.

Sports

A variety of programs will be offered seasonally on both competitive and non-competitive teams.

Proficiency Level Required for Credit and/or Promotion

Mastery will be a 80% or better in each subject overall and a 80% or better on individual school assessments. Eligibility for class credit is indicated by an overall average of 70% or better on all assignments in the class in the core subjects including English, math, science and history.

Reteach and Enrich opportunities for students include but not limited to:

- Whole-group content.
- Individual in-class: School personnel will offer additional guidance to struggling students (those averaging below 80%) during small group and individual assignments.
- Individual out-of-class: School personnel will help parents provide at-home assistance for struggling students and will offer parent in-service training to assist with remediation.
- Individual out-of-class but in-school remediation: Teachers will provide additional tutoring.
- On-line access to core content.

Credit Transfer Policy

School Counselor or Administrator will evaluate all requests for transfer credit (transfer credit is assessed based upon previous course content, completion, and mastery level). Transfer credits are accepted for all courses on transcripts from public high schools in accordance with Arizona State Statute 15-189.03 as follows:

- a. If a pupil who was previously enrolled in a charter school or school district enrolls in a charter school in this state, the charter school shall accept credits earned by the pupil in courses or instructional programs

at the charter school *or* school district. A charter school governing board may adopt a policy concerning the application of transfer credits for the purpose of determining whether a credit earned by a pupil who was previously enrolled in a school district or charter school will be assigned as an elective or core credit.

b. A pupil who transfers from a charter school or school district shall be provided with a list that indicates which credits have been accepted as an elective credit and which credits have been accepted as a core credit by the charter school. Within ten school days after receiving the list, a pupil may request to take an examination in each particular course in which core credit has been denied. The charter school shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score on a test designed and evaluated by a teacher in the charter school who teaches the subject matter on which the examination is based. Students will receive no more than 1.0 credit toward graduation for any one course, even if the course is taken at different schools.

Only courses completed at EduPrize will be included in Grade Point Average calculations. No percentages or letter grades will be assigned for transfer courses. Credits for home school portfolios will be evaluated on an individual basis and awarded at the discretion of the high school administration or designee. Credits earned before the completion of 8th grade may be awarded upon receipt of an official transcript/school record if the course is determined to be high school-level. Credits will be awarded only in one half (90 school days or semester) and full units (180 school days or year). Quarter credits in the same content area may be combined to equal 1/2 or 1 credit. No credit will be awarded for quarter courses. Any credits earned or transferred in core content areas, beyond the high school's minimum requirement for graduation, will be classified as electives.

ESL/ELL, Special Education and other course distinctions will be evaluated for possible transfer credits on an individual basis on the discretion of the high school administration and/or designee.

In accordance with Arizona State Statute 15-189.03, within ten days of receiving notification that core credit has been denied, a pupil may request to take an examination for each particular course in which core credit has been denied. The school shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score of 80% or better on a test designed and evaluated by the school.

GRADUATION REQUIREMENTS

All students must earn 22 credits to graduate.

CURRICULUM	HIGH SCHOOL GRADUATION REQUIREMENT	AZ UNIVERSITY ENTRANCE REQUIREMENT
ENGLISH	4	4
MATH	4	4
SCIENCE	3	3
HISTORY	3	3

FOREIGN LANGUAGE	2	2
FINE ART	1	1
PHYSICAL EDUCATION	1	0
CORE COURSES	18	17
ELECTIVES	4	5
TOTAL REQUIRED	22	22

Changes in Staffing

No changes in staffing are required for the implementation of the 2013-2014 roll-out of 9th grade. Additional teachers will be hired in future years to accommodate the growth and addition of grades.

TIMELINE FOR IMPLEMENTATION:

EDUPRIZE SCHOOLS GILBERT CTDS: 078687102

2013-2014 – 9TH grade

2014-2015 – 9th grade -10th grade

2015-2016 – 9th – 11th grade

2016-2017 – 9th – 12th grade

EDUPRIZE SCHOOLS PINAL COUNTY: CTDS 078687101

2013-2014 – 9TH grade

2014-2015 – 9th grade -10th grade

2015-2016 – 9th – 11th grade

2016-2017 – 9th – 12th grade

Preparation for the increase for 2013-2014 includes the following:

1. Increase the number of Teacher Optional Program Schedule (TOPS) classes to accommodate growth. This enables us to use classrooms on a rotating basis
2. Parent information meetings to enroll our current 8th graders and inform students of our curriculum offerings
3. Increase the number of parent tours to weekly with every other meeting being held in the evening to facilitate attendance to inform parents on our wait list
4. December through June 2013 – interview and hire additional highly qualified certified staff and support staff
5. New teacher training – June 5, 6, 2013 and July 24-28, 2013
6. First day of school – July 31, 2013