AZCSP 2022-26 Application

- The term *District* in Grants Management Funding Applications refers to the charter LEA.
- The following application is a Site-based Application.
    - Sections A – D are *District* level questions. All questions regarding governance refer to the District.
    - Sections E – G are *School-site* level questions.
- All questions in this application must be answered.

District questions:

A. ESEA Part C 4303 Compliance – Total Points Possible: 10 points (*It is recommended that applicants review the following citations from ESEA Title IV, Part C Expanding Opportunity Through Quality Charter Schools. Failure to address them accurately and completely will disqualify the application from consideration. Links to ESEA Title IV, Part C, 4301 et. al, CSP Nonregulatory Guidance, and Office of Management & Budget Uniform Guidance can be found at the AZCSP Website.)*

Scoring Section

1. A description of how school governance is prepared to continue to operate once the subgrant funds are no longer available. **(1 point)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(vi)(II)*

   Once federal funding has expired, Highland Prep West will continue to support the school through: on-going efforts to market, recruit, and enroll students; plan, budget and allocate Maintenance & Operations funds appropriately and responsibly; allocate federal and state entitlements such as Title I, Title II, Title II D, Title III, Title IV, Title V, and IDEA to programs that support student achievement within designated subpopulations; seek out and apply for local and federal competitive grants that support Pre-AP programs, AP programs, Dual Enrollment programs, Project Lead the Way/STEM programs, at risk youth programs, and other funding opportunities.

   An important factor in securing additional funds is being knowledgeable about funding sources at the conclusions of the initial grant. Therefore, the Governing Board of Highland Prep West will approve contractual services provided by a person who has fundraising and grant writing experience, procured in accordance with all state and federal laws and regulations, and occur on an as needed basis. The Governing Board through the grant writer will use personal and community contacts as well as online

resources such as the Arizona Department of Education, Federal Register, and Grants.gov, which publish announcements of competitive grants, to secure additional funding to identify opportunities and write proposals that fit within the scope of its strategic plan.

2. A description of how the eligible applicant will support recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students including foster youth and unaccompanied homeless youth. **(2 points)** *ESEA Title IV, Part C, Sec. 4303(f((1)(A)(viii)(I)*

Highland Prep West will execute a marketing/public relations campaign to inform students and parents in its target community about the school. Highland Prep West will use the following outreach strategies: community and networking events including open houses and fairs; working relationships with counselors from traditional public schools; partner relationships with neighboring business; focus groups; parent volunteers; mass mailings; social media such as Facebook and Twitter; Highland Prep West website; print materials such as door hangers, flyers, and brochures; broadcast media; print media; newsletters; signage.

Highland Prep West will develop all marketing and outreach materials in English and Spanish to reach all potential students and families. The outreach strategy will consist of four steps: 1) conducting market research, 2) planning, 3) implementing, and 4) evaluating. The outreach strategy will take place over the course of the planning phase. Planning will continue through the end of 2021 with implementation commencing in early 2022. Highland Prep West will evaluate all marketing and outreach efforts on an on-going basis and adjusting strategies accordingly.

Highland Prep West will use multiple marketing strategies and outreach activities to communicate with potential students and to foster greater community and parent participation. In early 2022 the leadership team will develop print materials and build collaborative relationships with community partner organizations. Partner organizations will assist with outreach by distributing flyers, brochures, and door hangers. Additionally, during this time the school will have an e-marketing campaign developed, utilizing tools such as Twitter and Facebook. Whenever possible, the leadership team, and/or Governing Board members will speak at neighborhood and community meetings.

In the Spring of 2022 the campaign will shift focus to include mass media – radio, television, and newspaper. There will be regular open houses where potential students and their parents can meet with administrators to learn more about the curriculum and methods of instruction and to enroll in the school. Focus groups will examine which marketing and outreach strategies are most effective, to engage community members, to participate as volunteers, and to get recommendations from community members about how the school can be an effective community collaborator.

Highland Prep West will develop various tools for measuring the results of the marketing and outreach campaign to determine its effectiveness, including: 1) forming focus groups composed of parents and community members to address ways to increase the effectiveness of outreach activities, 2) surveying interested parents about how they heard about the school, 3) tracking the number of calls and/or visits to the school by potential students/parents, partnerships that develop as a result of the marketing and outreach campaign, returned interest cards (tear-off sheets of brochures), and 4) website visits.

Enrollment information will be readily available throughout the outreach period. Families and students will be able to meet with the leadership team, register and acquire information about the academic program. The leadership team will target outreach efforts to provide equal access and reach all students in the area, particularly educationally disadvantaged, low-income students.

Highland Prep West shall put forth every effort to "inform students in the community about the charter school and to give each student an equal opportunity to attend" (20 U.S.C. 7221b(b)(3)(I)). The school shall enroll all eligible students who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building (A.R.S. 15-184).

Highland Prep West is an open enrollment, public school of choice with no admissions criteria except for timeliness of a submitted application. Highland Prep West will not discriminate based on ethnicity, national origin, religion, gender, economic status, disabilities, proficiency in the English language, etc. Highland Prep West admission and enrollment practices comply with all applicable state and federal laws and regulations. If by the application deadline, the number of applications exceeds the capacity of the charter, all applications are selected for available slots through a lottery. The lottery will be a random selection process by which applicants are admitted, with the exception of (a) siblings of already enrolled students, and (b) children of Highland Prep West founders (school's founders, employees of the school, employees of the charter holder, members of the governing body of the school or directors, officers, partners or board members of the charter holder).

Highland Prep West confirms its alignment with CSP Title V, Part B Non-Regulatory Guidance as it applies to lottery, recruitment, and admissions. The guidelines state:

- A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. The following categories of applicants may be exempted from the lottery on this basis: siblings of students already admitted to or attending the same charter school; children of a charter school's founders; and children of employees in a work-site charter school.
- A charter school's admissions practices must comply with State law and applicable Federal laws. A charter school's admissions practices must also comply with Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable.
- When recruiting students, charter schools should target all segments of the parent community. The charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, sex, or against students with disabilities; but the charter school may target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs.

3. A description of how the eligible applicant will support all students once they are enrolled to promote retention and reduce the overuse of discipline practices. **(1 point)** *ESEA Title IV, Part C, Sec. 4303(f((1)(A)(viii)(II)*

Highland Prep West recognizes that each student has different learning needs, that students with disabilities and those who require ELA services require quality and timely support. In deference of these individual needs, the school will offer before and after school tutoring, targeted remediation, one-on-one teacher tutoring and instruction that accommodates differentiated instruction through a formative assessment instructional system that creates an actionable personalized education plan (PEP) for each and every student in the school. We believe that with the right instructional and behavioral supports, each and every student can and will learn. Further, that equity is defined not as treating everyone the same but rather "by ensuring that all students arrive to the same destination, both academically and behaviorally, irrespective of the condition upon which they arrived." In doing so, student retention will increase and student discipline will decrease through the implementation the following practices.

Highland Prep West will ensure that each student participates in the creation of a personalized education plan (PEP) uniquely tailored to his or her own learning needs and goals. Encouraging students to take an active interest in their own education is essential. At least as important, is that true personalization requires that a "learning program and approach [are] specifically tailored to the abilities, interests, preferences, and other needs of the individual student, and that such considerations are driven by individual data at the classroom level (Wolf, 2010).

All new Highland Prep West students will participate in an administrator/student/parent intake interview. Prior to the meeting each student will be assigned a diagnostic assessment for Reading and Math to help the administrative team establish a baseline from which to schedule classes, prescribe remediation, targeted intervention, identify enrichment opportunities, and to measure future (longitudinal) growth. In addition to previous school data, a rubric for each test will assist the administrative team in determining student needs. Where applicable, students may be placed in remedial classes and or, assigned to the *Future Freshmen Academy*, various workshops, tutoring with teachers, or online tutoring. Student test data and transcript analysis also assists in determining enrichment opportunities, which may include honors and advanced placement (AP) classes. Again, through this process, students will be assigned classes based on their academic history, graduation needs, as well as student and parent feedback. The meeting process initiates the start of a Personalized Education Plan (PEP). Each student has unique characteristics, strengths and areas in need of remediation and enrichment. Each student's data will be tracked on datasheets that are updated by a faculty grade level tracker. For example, freshmen will be tracked by one faculty member whose responsibility is to ensure that all freshmen are kept on track with their freshmen goals, as articulated in their four-year graduation plan, which is a part of their PEP. Similarly, all sophomores will be tracked by a particular faculty advisor, as will upper classmen.

Weekly grades at Highland Prep West will be tracked by each faculty advisor and will be accessible to parents via the school's Gradebook portal accessed through the school's Canvas learning management system. Teachers report students who are missing

assignments or doing poorly on tests to administration, via email and administration meets with each student individually, in order to determine a course of action aimed at remediating the situation. When academic challenges arise, it will be standard practice for students to stay after school with a particular teacher that day and in some cases over a period of days until the missing work is completed or weak skill sets are remediated. In one of Highland Prep West's administrative team's previous school, the assignment completion rate steadily improved after the aforementioned practice was initiated during the second quarter of the 2008-2009 school year. As a result, the failure rate at the school was reduced by 10% over the following two years. The practice also assists faculty grade level advisors in keeping their students on track with their PEP, which includes their year-long class schedule, as well as protecting each student's G.P.A. and progress towards graduation. Highland Prep West's administrative team has found Personalized Education Plans helpful in building efficacy with parents and students by demystifying the learning process and giving parents a reason to support the school with their child's progress (McEwen, 1995).

4. A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under AZCSP. **(2 points)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(VI)*

Many schools have low parent and community involvement. In recognition of this potential limitation to student success, Highland Prep West will strengthen the relationship between our school and the parents by involving parents in the education of their children. We will host frequent parent-teacher conferences, open houses, extra-curricular activities, and parent academies that will train parents how to support their children with the school's academic program. The school's education team will ensure

that parents are constantly aware of their child's progress through weekly grades, advance posting of learning objectives and remedial and enrichment opportunities.

During the planning phase, a Parent Advisory Committee will be established to assist in parent involvement activities, fundraising communication with neighbors, and other appropriate activities. The school will establish effective lines of communication with parents and community members using several methods: Parent Advisory Committee meetings; Focus Groups; Surveys; Open house meeting at start of the year; Ability to schedule formal and informal meeting with key stakeholders; Start of the year volunteer opportunity parent survey; End of year academic program parent surveys; Annual evaluation of content and effectiveness of parental involvement policy (to identify and address barriers to parents).

The goal is to involve the parents in a strong and meaningful partnership with the school. Highland Prep West is committed to helping parents understand the state academic content standards and state assessments as well as provide materials and training to help parents work with their children to improve academic achievement. After enrollment, parent-teacher meetings and open houses will continue to foster the relationship between the parents and the school, giving parents the opportunity to speak directly to teachers and monitor their children's progress. Furthermore, these strategies will allow parents and the community to provide input to the school. Highland Prep West will establish capacity for parental involvement using several methods: School website that includes information about the school; Monthly newsletter for staff and parents with ideas and tips on parental involvement, behavior management, or possible activities to do at home to

support education; Parenting training sessions on such topics as: communication skills, homework completion tips, study skill strategies, or developmental stages of children; and Instructing parents and/or facility staff on how to monitor a child's progress and work with school to improve academic achievement.

Highland Prep West has identified several relationships and partnerships that it will pursue in order to create a learning community that supports and benefits from the surrounding community. We will work with K-8 schools in the area to provide tutoring, freshmen academies and transition services to support a seamless transition to high school. There are several community support agencies that we will endeavor to develop close relationships with to the benefit of our learners. We will work with Chicanos Por La Causa, the YMCA, Kids at Hope organization, the Tri-City West Thornwood Branch of the Boys and Girls Club, the Southwest Family Advocacy Center, and other outside agencies that wish to become educational partners with the school. In recognition of our future high Title I population; we will ensure that our students receive access to dental, nursing, free or discounted medicals, and other social services that support our students and their families.

Highland Prep West has plans to partner with several community organizations and continues to enlist community partners who acknowledge quality education is critical to long-term individual and community success. The school will provide an opportunity in the community for students to reach their academic potential by offering a curriculum based on higher-level mastery programs.

Highland Prep West will establish partnerships with the local community college to provide the ability for our students to enroll in concurrent classes while they attend high school. Additional organizations that the school will identify and collaborate with include childcare centers, after school centers, libraries, housing complexes, and low-income work sectors. Partners may provide: (a) Facilities for hosting outreach events, meetings, and focus groups; (b) Assist in recruiting families to participate in meetings and focus groups; (c) Provide referrals to Highland Prep West open houses for clients and member families; (d) Act as a referral partner for Highland Prep West families and students in need.

Highland Prep West will enlist partnerships with community organizations that offer programs and services that provide to our students' unique needs. These partners closely collaborate with government and social service agencies to support and assist schools in meeting the needs of low-income families and at-risk students by providing additional external services and opportunities to the families in the form of scholarships, youth/teen support programs, leadership opportunities, and community service activities. These partnerships will provide an opportunity to strengthen the relationship with and increase the number of low income and at-risk students the school will serve. Additionally, allowing the school the opportunity to provide referral information and additional supports to families by building a network of collaboration. Highland Prep West will provide the following resources for at-risk populations: (a) Multilingual support to refugee and minority groups; (b) School-developed, comprehensive ELL program, which targets students that utilize English as a second language; and (c) Trained teachers able to work with multicultural populations.

Highland Prep West will develop further strategic partnerships mutually beneficial to community organizations as well as the school. The school will collaborate with these organizations to leverage resources to reach and support more students and the community at-large.

5. A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners. **(1 point)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(I)*

Roles and Responsibilities of the Corporate Board. The Corporate Board is charged with managing and governing HPS. The Corporate Board's roles and responsibilities shall include the following: (a) Oversee all operational, financial, and pedagogical issues of HPS; (b) As stated in the Bylaws, the Corporate Board may create one or more standing or ad hoc committees saving such powers as are then permitted by the Arizona Nonprofit Corporation Act, Arizona Open Meeting Law, and as specified in the resolution; and (c) As stated in the Bylaws, the Corporate Board shall establish a committee named the "Governing Board".

Roles and Responsibilities of the Governing Board. Any individual serving on the Governing Board shall be referred to as a Governing Board "Member". The Governing Board shall conduct themselves in accordance with Open Meeting Law in all situations requiring them to do so. The Executive Director is an officer of the school charged with its day-to-day operations and reports directly to the Governing Board. The Governing Board is responsible for evaluating the work of the Executive Director. The reporting

structure within the organization ensures that decisions and actions are made in accordance with the defined roles and responsibilities of the governing body.

The Governing Board shall have all of the duties and authority required by applicable law or as delegated to the Governing Board by the Corporate Board, but specifically including all of the powers and obligations required or implied by A.R.S. 15-183.E.8. The Governing Board's roles and responsibilities shall include the following: (a) Maintain integrity and promote School's mission and vision; (b) Make School policy decisions as provided by A.R.S. §15-183(E)(8); (c) Review financial documents and meeting minutes of the charter school to ensure appropriate legal and financial procedures are being followed and make recommendations such as adding or revoking authorities; (d) Make recommendations for the Governing Board's professional development; (e) Ensure marketing development for the School; (f) Evaluate the Executive Director and establish officer salary; (g) Approve the school budget required to be submitted to the Arizona Department of Education by the Executive Director; (h) Approve and continually update policy and procedure manuals, employee handbooks, and student handbooks; and (i) Approve and submit the Declaration of Curriculum and Instructional Alignment to the Arizona Department of Education.

Roles and Responsibilities of the School Management. The Executive Director oversees school performance, provides executive management and ensures organizational viability. The Executive Director leads external issues, works with Board, reports to and interfaces with Arizona State Board for Charter Schools, conducts fundraising, public relations, and oversees finance and operations. The Executive Director manages the

Planning Principal and Office Manager. The Executive Director reports to and is evaluated by the Governing Board. The Planning Principal aids the Executive Director in the overall executive management of the school. The Planning Principal ensures that financial records are accurate and up-to-date and that programmatic guidelines for reporting and implementation are followed. The Planning Principal will develop school policies and procedures, implement a marketing plan, be involved in recruiting teachers, and develop and build community relations. The Planning Principal reports to and is evaluated by the Executive Director and Governing Board. The Office Manager manages daily operations and provides financial and programmatic oversight. The Office Manager will work with the Planning Principal and participate and coordinate community outreach and recruiting activities. The Office Manager oversees day-to-day office procedures and will uphold office and school policies. The Office Manager maintains records, systems, and equipment. The Office Manager reports to and is evaluated by the Planning Principal.

6. A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under AZCSP. **(1 point)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(IV)*

   Highland Prep West will foster a culture of character development and academic excellence that will require the education team, parents, students, and community members to work together to create solutions for current and future problems. Together, this learning community will work as a team to create maximum opportunities for each student's affective and cognitive development. The school's culture will be based on transparency around what it takes to move each student forward towards his/her potential and the day-to-day actions of the stakeholder community will reflect this commitment.

Many of the Southwest Valley schools have low parent and community involvement. In recognition of this potential limitation to student success, Highland Prep West will strengthen the relationship between the school and the parents by involving parents in the education of their children. We will host frequent parent-teacher conferences, open houses, extra-curricular activities, and parent academies that will train parents how to support their children with the school's academic program. The school's education team will ensure that parents are constantly aware of their child's progress through weekly grades, advance posting of learning objectives, and remedial and enrichment opportunities. Together, Highland Prep West's learning community will maintain an active dialogue that will support mutual goals of: (a) 98% attendance rate; (b) 100% graduation rate; (c) 100% enrollment in post-secondary education; (d) Meet Annual Measurable Achievement Objectives in all areas and subgroups; (e) Receiving an "A" or the equivalent from the ADE school report card; (f) Students with disabilities will have transition plans for post-graduation; and (g) All students will have a comprehensive personalized education plan (PEP) that supports their individual needs and goals.

The Governing Board of Highland Prep West will be responsible for involving parents and other members of the community in the planning, program design, and implementation of the school. The school's administrative team believes that when parents, families, and community members are part of the planning and implementation phase, building trust and confidence in the school's mission reduces or eliminates barriers. During the planning phase, a Parent Advisory Committee will be established to assist in parent involvement activities, fundraising, communication with neighbors, and

other appropriate activities. The school will establish effective lines of communication with parents and community members using several methods: (a) Parent Advisory Committee meetings, (b) Focus Groups; (c) Surveys; (d) Open house meeting at start of the year; (e) Ability to schedule formal and informal meeting with key stakeholders; (f) Start of the year volunteer opportunity parent survey; (g) End of year academic program parent surveys; (h) Annual evaluation of content and effectiveness of parental involvement policy to identify and address barriers to parents.

The goal is to involve the parents in a strong and meaningful partnership with the school. Highland Prep West is committed to helping parents understand the state academic content standards and state assessments as well as provide materials and training to help parents work with their children to improve academic achievement. After enrollment, parent-teacher meetings and open houses will continue to foster the relationship between the parents and the school, giving parents the opportunity to speak directly to teachers and monitor their children's progress. Furthermore, these strategies will allow parents and the community to provide input to the school. Highland Prep West will establish capacity for parental involvement using several methods: (a) School website that includes information about the school; (b) Monthly newsletter for staff and parents with ideas and tips on parental involvement, behavior management, or possible activities to do at home to support education; (c) Parenting training sessions on such topics as: communication skills, homework completion tips, study skill strategies, or developmental stages of children; (d) Instructing parents and/or facility staff on how to monitor a child's progress and work with school to improve academic achievement. Highland Prep West's

Governing Board members and the leadership team will look for opportunities to encourage parental involvement as frequently as possible.

7. A description of how the eligible applicant will consider and plan for the transportation needs of the school's students. **(1 point)** *ESEA Title IV, Part C, Sec. 4303 (f)(1)(E)*
Highland Prep West will offer its students school bus transportation with satellite stops in the general vicinity of the school. The school will support and improve academic outcomes, close the achievement gaps, and increase graduation rates for educationally disadvantaged students by providing late bus service to accommodate student participation in after school programs including: tutoring, workshops, labs, homework support, clubs and athletics. Students who do not live within the general vicinity of the school will receive valley metro passes to ensure regular transportation to and from the school. In addition, Highland Prep West will not charge its students or their families for transportation services, since the school believes that transportation is a fundamental need for some families to ensure that they have access to quality educational programming.

8. A description of the administrative relationship between the charter school and the authorized public chartering agency including how the school's performance in the State's accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. **(1 point)** *ESEA Title IV, Part C, Sec. 4303 (f)(1)(C)(i)(II)*
This section outlines the administrative relationship between the charter school and the authorized public chartering agency. On September 14th, 2020 the replication application for Madison Highland Prep, the model school, was approved for Highland Prep West, the replicated school, by the Arizona State Board for Charter Schools (ASBCS). In the area

of academic performance, Madison Highland Prep has exceeded the standards for Fiscal Years 2017, 2018, and 2019; as indicated on the ASBCS Academic Performance Dashboard (see Table A in Appendix). In the area of operational and structural performance, Madison Highland Prep meets the operational standard and operational expectations of the Board for Fiscal Years 2017, 2018, 2019 and 2020; as indicated on the ASBCS Operational Performance Dashboard (see Table B in Appendix). In the area of financial performance, Madison Highland Prep meets the financial standards for all criteria of the Board for Fiscal Year 2019; as indicated on the ASBCS Financial Performance Dashboard (see Table C. in Appendix). Madison Highland Prep acknowledges and understands that the school's performance in the State's accountability system and impact on student achievement is one of the most important factors for renewal or revocation of the school's charter, and that the authorized public chartering agency reserves the right to revoke or not renew the school's charter based on financial, structural, or operational factors involving the management of the school.

Bibliography

Wolf, M.A. (2010) Innovate to Educate: System redesign for personalized learning. A report from the 2010 symposium. ASCD.

McEwen, N. (1995). Introduction: Accountability in education in Canada. Canadian Journal of Education, 20, 1, 1-17.

Assurance (Signed by the LEA Authorized Representative).

a. The applicant will make following information publicly available, consistently with the dissemination requirements of the annual State report card, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including –
   i. Information on the educational program;
   ii. Student support services;
   iii. Parent contract requirements (as applicable), including any financial obligations or fees;
   iv. Enrollment criteria (as applicable); and
   v. Annual performance and enrollment data for each of the subgroups of students, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. *ESEA Title IV, Part C, Sec. 4303 (f)(2)(G)*

b. The applicant will annually provide AZCSP such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives.

c. The applicant will obtain technical assistance provided by AZCSP to meet the proposed objectives. *ESEA Title IV, Part C, Sec. 4303 (f)(2)(D)*

d. The applicant will cooperate with AZCSP in evaluating the program assisted under this subpart.

e. Such other information and assurances as AZCSP may require.

f. The applicant will comply with the State's open meetings and open records laws. *ESEA Title IV, Part C, Sec. 4303(f)(1)(F).*

g. The applicant shall ensure that a student's records and, if applicable, a student's individualized education program as defined in IDEA, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law. *ESEA Title IV, Part C, Sec. 4308.*

h. The applicant will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. *2 CFR §200.302&303*

Kerry Clark — Executive Director

LEA Authorized Representative — Title

9/28/2020

Signature of LEA Authorized Representative — Date

Madison Highland Prep — 9/28/2020

Applicant Organization — Date Submitted

B. Abstract - Non-Scoring Section. (Max 300 words)

Provide an abstract narrative that includes objectives, expected outcomes, and impacts.

Highland Prep West (HPW) is an ambitious Science, Technology, Engineering, and Math (STEM) college preparatory high school that features a rigorous academic program with emphasis on 21st century preparation defined by critical thinking and inquiry learning. HPW ties course content to interrelated themes to increases relevance and application and prepare students to become successful members of an increasingly innovation-driven society and global marketplace. Throughout this application HPW will demonstrate how it plans to: 1) support and improve the academic outcomes for educationally disadvantaged students, 2) close the achievement gaps for all educationally disadvantaged students, and 3) improve educationally disadvantaged high school student achievement and graduation rates.

The school's philosophical approach to improving achievement for all students, including those who are educationally disadvantaged, is founded on the belief that: 1) students must develop critical thinking skills and become college ready in order to succeed in the global marketplace, 2) exposing students to Science, Technology, Engineering, and Math (STEM) and Advanced Placement (AP) programming will increase their college and career readiness, and 3) personalizing education for each student and providing high quality formative assessment based instruction will lead to higher growth and greater academic success. The strong theory behind this philosophical approach will be described throughout this application.

This application is filed by Highland Prep West under Option B: A Replication affiliated with in-state Charter Management Organization (CMO). On September 14th, 2020 the

replication application for HPW was approved by the Arizona State Board for Charter Schools (ASBCS).

The school is requesting a subgrant of $1,250,000 for 5 years, with a budget of $250,000 per grant year. HPW will use 18 months for planning and programming design through July 2022 with implementation commencing August of 2022.

C. Charter Entity Founders – Total points possible: 40 points

1. Provide a clear and concise mission statement aligned with the needs of educationally disadvantaged students - **Non-Scoring Section.** (Max 75 words)

   Highland Prep West (HPW) is a Science, Technology, Engineering, and Math (STEM) college-preparatory high school. HPW features a rigorous academic program with an emphasis on 21st century preparation defined by critical thinking and inquiry learning. Highland Prep West believes in tying course content to interrelated themes to increases relevance and application in the interest of preparing students to succeed in the future global arena.

2. Describe the background of the applicant's founders and school leaders and their past experience to support the successful planning and implementation of the school. *2 CFR §200.205* **Non-Scoring Section.**

   Highland Prep West's education team has a long and successful history of planning, program design, and initial implementation of charter schools. Highland Prep West is an Arizona non-profit corporation organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Service code of 1986. Specifically, this organization has been formed for the purpose of funding Highland Prep West, whose mission is to educate students in 9th-12th grade, ensure they graduate from high school, and prepare them to achieve success in post-secondary school and beyond.

   The primary applicant, Dr. Kerry Clark, also has a long and successful history of planning, implementing, and operating charter schools. In fact, students at his two previous schools (South Ridge High School and Imagine Prep Superstition) experienced tremendous growth from 2009 to 2014 as illustrated on the Academic Data Table-Past

Schools (see Table D in Appendix). For example, each year more than 75% of educationally disadvantaged students met or exceeded AIMS pass rates in reading and in math. Similarly, the applicant's current school, Madison Highland Prep, followed the same trend with more than 75% of educationally disadvantaged students experiencing growth on school-level benchmark assessments from 2014 to 2016 as illustrated in the Academic Data Table-Current School (see Table E in Appendix). Additionally, more than 50% of educationally disadvantaged students were proficient or highly proficient in ELA or math state assessments from 2017 to 2019. And more than 60% of educationally disadvantaged students experienced growth of 50% or more on ELA or math state assessments from 2017 to 2018.

Dr. Kerry Clark will serve as Executive Director of Highland Prep West. He will be one of the five Governing Board members and the school's authorized representative. Dr. Clark has served as a high school principal for the past 19 years. His first school was a turn-around assignment, his second school was a start-up college preparatory school, and his third school was a turn-around and ultimate transformation to a STEM college preparatory high school. As a result of Dr. Clark's leadership and quality staff, his three previous schools experienced exemplary student academic growth. His two past schools were each recognized as one of America's Best High Schools in 2010, 2011, 2012, and 2013 by U.S. News & World Report. His current school has been recognized as one of America's Best High School in 2017, 2018, 2019, and 2020. In 2020, the current school earned the following rankings: #13 out of 315 ranked high schools in Metro Phoenix; #19 out of 425 ranked high schools in Arizona; and #15 out of 425 ranked high schools in Math & Reading in Arizona; and #217 out of 2845 ranked charter high school in U.S. In

2019, Madison Highland Prep received the International STEM Certification from Cognia. The school is ranked #2 as a Niche Standout High School in Arizona. Dr. Clark is currently the executive director and principal for Madison Highland Prep, a STEM college preparatory high school in central Phoenix and the executive director for Highland prep, a STEM college preparatory high school in Surprise. Previously, Dr. Clark served as a Quality Assurance Review Chair for AdvancED. Dr. Clark holds state superintendent certification and is a member of the Arizona School Administrators Association and the National Association of Secondary School Principals (see Attachment 1. Resume for Kerry Clark).

3. Participate in a Capacity Interview[1] to be scheduled by AZCSP. **(15 points)**
   Highland Prep West will participate in a Capacity Interview to be scheduled by AZCSP.

4. Using the most recent data available, select the appropriate option below to demonstrate the quality of the applicant serving educationally disadvantaged students. *2 CFR §200.331 (b)(1)* **(15 Points)**
   Option B – Freestanding or Expansion/Replication affiliated with in-state Charter Management Organization (CMO)

Academic Year[2]	Charter District	% of students passing the state assessment		% of disadvantaged students passing the state assessment		% of disadvantaged students' academic growth increased by at least one year[3] on the state assessment	
		Math	ELA/Reading	Math	ELA/Reading	Math	ELA/Reading

[1] A standardized interview conducted to gauge the applicant's actual or potential ability to perform.
[1] Submit the full academic year; e.g. FY 18-19.
[3] 50% Student Growth Percentile (SGP) = one-year academic growth determined by Arizona Department of Education Accountability & Research

2019	Madison Highland Prep	69%	65%	64%	58%	N/A	N/A
2018	Madison Highland Prep	64%	54%	59%	50%	61%	73%
2017	Madison Highland Prep	69%	64%	64%	56%	64%	65%
2016	Madison Highland Prep	52%	46%	43%	38%	N/A	N/A
2015	Madison Highland Prep	57%	44%	43%	38%	N/A	N/A

Provide source documentation to support the submission in the above table.

Data will be verified by the AZCSP staff.

A-F (Student) Detail as an Excel File in ADE Connect for each school year; State Assessment Combined Results spreadsheet from ADE for each school year. Student academic growth was not calculated for the 2019, 2016, and 2015 school years.

5. Define the geographical and demographic community the charter school will serve; provide the supporting data on how the applicant would address the needs of the defined community; and name community partners and how they will assist the planning and implementation of the school. **(10 points)**
   a) What are the distinctive characteristics of the target community?

   The distinctive characteristics of the target community include a student population characterized by a 41.7% poverty level as compared to state and national levels, respectively 17.7% and 15.1%. In addition, 59.6% of the population 16 years and older are in the labor force. In terms of education levels, only 12.5% of parents hold an associate's degree or higher as compared to state and nation averages of 36.4% and 38.5% respectively. The income per capita is $12,701 which is below the state average of $26,868 and the national average of $29,829. The median household income in the

school's community is $33,067, below the state and national averages of $51,340 and $55,322 respectively (https://factfinder.census.gov). This community is also characterized by schools where students qualify for free and reduced lunch (Title I) at an average rate of 87% compared to the state average of 55% (http://www.azed.gov/health-nutrition). Highland Prep West will service these areas by providing bus transportation. The Economic Profile is provided on Table F in the Appendix.

The Demographic Profile shows a diversity of race and ethnicity in the targeted territory as provided on Table G in the Appendix. Highland Prep West anticipates approximately 6% of our students will qualify for ELL services and 13% for special education services. HPW will use components of the program of instruction to address the needs of ELL and special education students. HPW will provide services through either Structured English Immersion (SEI) or an Individual Language Learner Plan (ILLP), depending on the number of students who qualify; require all teachers to be SEI endorsed, and preferably have experience executing the SEI model. HPW will ensure that services for Students with Disabilities (SSD) are made through the College Board for PSAT, SAT, and AP tests. HPW will contract with special education specialists and service providers as needed to provide a full continuum of services. As well, HPW will train classroom teachers on 45-day screenings, accommodations and modifications, and will be required to read and sign an acknowledgement that they have read each child's IEP prior to the start of each quarter for each student with a disability whom they teach.

b) What are the needs including academic needs of the community supported by data? What are the major challenges the charter school would face? What is the plan to address those challenges?

The area identified by Highland Prep West is in need of high quality high schools. Minority students are more than 1.65 times more likely to drop out of high school within HPW's proposed territory (http://www.azed.gov/accountability-research/data/). The High School Dropout Rates in HPW's proposed territory is provided on Table H in the Appendix. This supports the demographic breakdown shown on Table G, in which dropping out of school is more likely to affect minorities 84.4% as well as economically disadvantaged students as HPW's proposed community has an 88% free and reduced population and 41.7% poverty level population.

A comparison of 10 high schools in the area shows that no schools received an excellent rating of "A", one received an above average rating of "B", six received an average rating of "C", and one received a below average rating of "D". Two other surveyed schools have designated status as "Alternative" and were not issued letter grades at the time of this survey (https://azsbe.az.gov/f-school-letter-grades). Further analysis of these high schools reveal low AzMERIT/AIMS pass rates for most of the schools in all subject areas; English language arts, mathematics, and science. Specifically, of these ten high schools: (a) 8 of the 10 schools had 75% or fewer of its students pass AzMERIT ELA; (b) 8 of the 10 schools had 75% or fewer of its students pass AzMERIT Math; and (c) 7 of the 10 schools had 75% or fewer of its students pass AIMS Science. The High School AzMERIT/AIMS Proficiency data in HPW's proposed territory is provided on Table I in the Appendix.

There is a multitude of middle schools in HPW's targeted community. Of the 15 middle schools that serve the area surrounding Highland Prep West, a majority of school's AzMERIT pass rates were at or below 30% including 11 middle schools below in English language arts and 11 middle schools below in mathematics. Additionally, 13 middle schools had AIMS Science pass rates below 55%. The middle school comparisons overall pass rates were 26% in English language arts, 27% in mathematics, and 42% in science. The analysis of the middle and elementary school data strongly suggest the majority of eighth grade students will be leaving these schools to attend local high schools (including HPW), with significant academic deficits and gaps in learning. The Middle School AzMERIT/AIMS Proficiency data in HPW's proposed territory is provided on Table J in the Appendix.

Major Challenges. The challenges faced by HPW are similar to those faced by every school. While recognizing that each student has different learning needs and that students with disabilities and those who require ELL services require quality and timely support, we must bridge the achievement gap between students in our targeted area and those throughout the world. To meet these challenges HPW will: 1) foster the development of critical thinking skills that promote college readiness and success in a global marketplace, 2) expose students to Science, Technology, Engineering, and Math (STEM) and the Advanced Placement (AP) Curriculum that meets and surpasses Arizona's College and Career Ready Standards, and 3) personalize education for each student through high quality formative instruction and assessment that will lead to higher growth and greater academic success.

Attendance. The right and privilege of attending public school carries with it certain responsibilities on the part of parents and students. High school attendance is ultimately the responsibility of the student and their family. It is important that parents and students recognize the direct relationship that exists between academic success and regular school attendance. Students should remain out of school only when absolutely necessary. Much classroom activity cannot be replicated; class discussion and participation is lost forever to those who are absent. HPW anticipates that, by emphasizing the importance of daily attendance for educationally disadvantaged students, it will experience attendance rates of 95%.

HPW will support and improve academic outcomes, close the achievement gaps, and increase graduation rates for educationally disadvantaged students by providing 182 days of instruction, which is two instructional days more than the minimum of 180 days recommended by A.R.S 15341-01. HPW's instructional program will exceed instructional time mandated by Arizona legislation. HPW will provide a total of 1,064 hours of instruction for each grade during the first school year, and in subsequent years. This is 344 additional hours or the equivalent of 57 additional days of instruction. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year (Frazier & Morrison, 1998), thus supporting and improving the academic outcomes for educationally disadvantaged students.

HPW's program uses a unique 4 class by 4 quarter schedule system. During the regular school year, we offer four quarters as reflected on the school calendar. During each

quarter, the student is enrolled in four courses. Each course meets five days a week (Monday through Friday) for 90 minutes. At the end of each quarter, earned credits for core and elective courses are applied to the transcript. In order to receive credit for a course, the student must attend class and complete all work required at a level that is acceptable by the teacher. Attendance is mandatory. During a 45-day quarter, a student may accumulate no more than 3 absences. Once a student has 4 absences in a class during a 45-day period, a final grade of "F" may be issued for that class. If a student misses more than ten consecutive, unexcused days of classes, then she/he is withdrawn from school. Eligible students who are withdrawn from the school, may reenroll through the enrollment process. If the school is at full enrollment capacity; students who have withdrawn will be placed on a waiting list for available spots. If an illness or emergency occurs that keeps the student from attending school, the parent or guardian must contact the school and explain the reason for missing classes and provide any corresponding documentation. When the student returns, he/she is responsible for completing all work and time missed within the week according to teacher's syllabus. In the event of a hospitalization or doctor's appointment, HPW requires an original signed note from the healthcare provider. If an extended absence should occur, the student must arrange a meeting with administration to discuss the coursework and class time missed prior to returning to school. All absences should be phoned into the Office on the day of the absence. HPW will call home for all absences, regardless of the reason. If it is necessary for a student to be dismissed from school before the end of the day, the parent must report to the Office to request the dismissal of their student. Only adults who are listed on the school's records as being authorized, will be permitted to

take students from the school. Each student must be signed out by the parent/guardian. Except in cases of an emergency, students may not be signed out early during the last week of a quarter. This is the time when final exams and projects are distributed and completed. Missing class or leaving early may jeopardize a student's ability to receive a passing grade in a course.

Transportation. Highland Prep West will offer its students school bus transportation with satellite stops in the general vicinity of the school. HPW will support and improve academic outcomes, close the achievement gaps, and increase graduation rates for educationally disadvantaged students by providing late bus service to accommodate student participation in afterschool programs including: tutoring, workshops, labs, homework support, clubs and athletics. Students who do not live within the general vicinity of the school will receive valley metro passes to ensure regular transportation to and from the school. In addition, HPW will not charge its students or their families for transportation services, since HPW believes that transportation is a fundamental need for some families to ensure that they have access to quality educational programming.

Before and After School. Highland Prep West will support and improve academic outcomes, close the achievement gap, and increase graduation rates for educationally disadvantaged students by offering before and after school tutoring, targeted remediation, one-on-one teacher tutoring, and instruction that accommodates differentiated learning through a formative assessment instructional system that creates an actionable personalized education plan (PEP) for each and every student in the

school. The school's teachers will post student's weekly grades on an online portal linked to the school's website. The school's administrative team and grade level advisors will monitor the weekly grades in order to schedule prescriptive remedial interventions. Teachers will report students who are missing assignments or doing poorly on tests to administration, via email and that school's administrative team will meet with each student individually to ensure that a plan for remediation is understood and carried out. When academic challenges arise, it will be standard practice for students to stay after school with a particular teacher that day and in some cases over a period of days until the missing work is completed or weak skill sets are remediated. These one-on-one meetings are tracked and a disposition is shared with the referring teacher and parents. In one of Highland Prep West's administrative team's previous school, the assignment completion rate steadily improved after the aforementioned practice was initiated during the second quarter of the 2008-2009 school year. As a result, the failure rate at the school was reduced by 10% over the following two years. The practice also assists faculty grade level advisors in keeping their students on track with their PEP, which includes their year-long class schedule, as well as protecting each student's G.P.A. and progress towards graduation. Highland Prep West's administrative team has found Personalized Education Plans helpful in building efficacy with parents and students by demystifying the learning process and giving parents a reason to support the school with their child's progress (McEwen, 1995).

Parent Participation. Many of the Southwest Valley schools, previously indicated by zip code, have low parent and community involvement. In recognition of this potential limitation to student success, HPW will strengthen the relationship between our school

and the parents by involving parents in the education of their children. We will host frequent parent-teacher conferences, open houses, extra-curricular activities, and parent academies that will train parents how to support their children with the school's academic program. The school's education team will ensure that parents are constantly aware of their child's progress through weekly grades, advance posting of learning objectives and remedial and enrichment opportunities.

During the planning phase, a Parent Advisory Committee will be established to assist in parent involvement activities, fundraising communication with neighbors, and other appropriate activities. The school will establish effective lines of communication with parents and community members using several methods: (a) Parent Advisory Committee meetings, (b) Focus Groups; (c) Surveys; (d) Open house meeting at start of the year; (e) Ability to schedule formal and informal meeting with key stakeholders; (f) Start of the year volunteer opportunity parent survey; (g) End of year academic program parent surveys; (h) Annual evaluation of content and effectiveness of parental involvement policy to identify and address barriers to parents.

The goal is to involve the parents in a strong and meaningful partnership with the school. Highland Prep West is committed to helping parents understand the state academic content standards and state assessments as well as provide materials and training to help parents work with their children to improve academic achievement. After enrollment, parent-teacher meetings and open houses will continue to foster the relationship between the parents and the school, giving parents the opportunity to speak directly to teachers and monitor their children's progress. Furthermore, these strategies

will allow parents and the community to provide input to the school. Highland Prep West will establish capacity for parental involvement using several methods: (a) School website that includes information about the school; (b) Monthly newsletter for staff and parents with ideas and tips on parental involvement, behavior management, or possible activities to do at home to support education; (c) Parenting training sessions on such topics as: communication skills, homework completion tips, study skill strategies, or developmental stages of children; (d) Instructing parents and/or facility staff on how to monitor a child's progress and work with school to improve academic achievement. Highland Prep West's Governing Board members and the leadership team will look for opportunities to encourage parental involvement as frequently as possible.

Highland Prep West has conducted a thorough investigation of the geographic area and the target population. From this, we will target students who are disadvantaged and at-risk of failure due to academic, social or economic factor, who need extra support and structure to be successful in an academic setting. Highland Prep West will use the following components of our Program of Instruction to address the needs of its student population, while ensuring that our students experience rigorous academic and social skills instruction, leading to enhanced success in school, in life, and within the community.

c) Who are the existing and potential community partners and how will they be involved in the planning and implementation of the school?

Highland Prep West has identified several relationships and partnerships that it will pursue in order to create a learning community that supports and benefits from the

surrounding community. We will work with K-8 schools in the area to provide tutoring, freshmen academies and transition services to support a seamless transition to high school. There are several community support agencies that we will endeavor to develop close relationships with to the benefit of our learners. We will work with Chicanos Por La Causa, the YMCA, Kids at Hope organization, the Tri-City West Thornwood Branch of the Boys and Girls Club, the Southwest Family Advocacy Center, and other outside agencies that wish to become educational partners with the school. In recognition of our future high Title I population; we will ensure that our students receive access to dental, nursing, free or discounted medicals, and other social services that support our students and their families.

Highland Prep West has plans to partner with several community organizations and continues to enlist community partners who acknowledge quality education is critical to long-term individual and community success. The school will provide an opportunity in the community for students to reach their academic potential by offering a curriculum based on higher-level mastery programs.

Highland Prep West will establish partnerships with the local community college to provide the ability for our students to enroll in concurrent classes while they attend high school. Additional organizations that the school will identify and collaborate with include childcare centers, after school centers, libraries, housing complexes, and low-income work sectors. Partners may provide: (a) Facilities for hosting outreach events, meetings, and focus groups; (b) Assist in recruiting families to participate in meetings and focus groups; (c) Provide referrals to Highland Prep West open houses for clients and member

families; (d) Act as a referral partner for Highland Prep West families and students in need.

Highland Prep West will enlist partnerships with community organizations that offer programs and services that provide to our students' unique needs. These partners closely collaborate with government and social service agencies to support and assist schools in meeting the needs of low-income families and at-risk students by providing additional external services and opportunities to the families in the form of scholarships, youth/teen support programs, leadership opportunities, and community service activities. These partnerships will provide an opportunity to strengthen the relationship with and increase the number of low income and at-risk students the school will serve. Additionally, allowing the school the opportunity to provide referral information and additional supports to families by building a network of collaboration. Highland Prep West will provide the following resources for at-risk populations: (a) Multilingual support to refugee and minority groups; (b) School-developed, comprehensive ELL program, which targets students that utilize English as a second language; and (c) Trained teachers able to work with multicultural populations.

Highland Prep West will develop further strategic partnerships mutually beneficial to community organizations as well as the school. The school will collaborate with these organizations to leverage resources to reach and support more students and the community at-large.

Bibliography

Frazier, J & Morrison, F. (1998). The influence of extended-year schooling on growth of

achievement and perceived competence in early elementary school. Child Development. 69(2):495-517.

McEwen, N. (1995). Introduction: Accountability in education in Canada. Canadian Journal of Education, 20, 1, 1-17.

D. Governance – Total points possible: 30 points

1. Describe how the charter school will be governed and managed. An organizational structure chart shall be submitted.

Roles, Responsibilities, and Authority of the Corporate Board. The Corporate Board is currently comprised of five (5) Directors. All Corporate Board Directors are required to have and maintain a valid Arizona Fingerprint Clearance Card and complete the required background check. The Corporate Board is charged with managing and governing HPS. The Corporate Board's roles/responsibilities shall include the following: (a) Oversee all operational, financial, and pedagogical issues of the school; (b) As stated in the Bylaws, the Corporate Board may create one or more standing or ad hoc committees saving such powers as are then permitted by the Arizona Nonprofit Corporation Act, Arizona Open Meeting Law, and as specified in the resolution; and (c) Also as stated in the Bylaws, the Corporate Board shall establish a committee named the "Governing Board". Any individual serving on the Governing Board shall be referred to as a Governing Board "Member". The Governing Board shall conduct themselves in accordance with Open Meeting Law in all situations requiring them to do so.

Roles, Responsibilities, and Authority of the Governing Board. Any individual serving on the Governing Board shall be referred to as a Governing Board "Member". The Governing Board shall conduct themselves in accordance with Open Meeting Law in all situations requiring them to do so. The School's Executive Director is an officer of the School charged with its day-to-day operations and reports directly to the Governing Board. The Governing Board is responsible for evaluating the work of the Executive Director. The reporting structure within the organization ensures that decisions and

actions are made in accordance with the defined roles and responsibilities of the governing body, as illustrated in the attached organizational charts. (see Table K in Appendix).

The Governing Board is currently comprised of five (5) Members. The School will recruit future members whose experience and expertise meet the specified criteria and who share the School's vision and passion and who possess extensive knowledge and experience in education, financial management, or business management. All Governing Board Members are required to have and maintain a valid Arizona Fingerprint Clearance Card and complete the required background check. The Governing Board shall have all of the duties and authority required by applicable law or as delegated to the Governing Board by the Corporate Board, but specifically including all of the powers and obligations required or implied by A.R.S. 15-183(E)(8). The Governing Board's roles/responsibilities shall include the following: (a) Maintain integrity and promote School's mission and vision; (b) Make school policy decisions as provided by A.R.S. §15-183(E)(8); (c) Review financial documents and meeting minutes of the charter school to ensure appropriate legal and financial procedures are being followed and make recommendations such as adding or revoking authorities; (d) Make recommendations for the Governing Board's professional development; (e) Ensure marketing development for the school; (f) Evaluate the Executive Director and establish officer salary; (g) Approve the school budget required to be submitted to the Arizona Department of Education by the Executive Director; (h) Approve and continually update policy and procedure manuals, employee handbooks, and student handbooks; and (i) Approve and submit the

Declaration of Curriculum and Instructional Alignment to the Arizona Department of Education.

Roles, Responsibilities, and Authority of the School Management. The Executive Director oversees school performance, provides executive management and ensures organizational viability. The Executive Director leads external issues, works with Board, reports to/interfaces with Arizona State Board for Charter Schools, conducts fundraising, public relations, and oversees finance and operations. The Executive Director manages the Planning Principal and Office Manager. The Executive Director reports to and is evaluated by the Governing Board (see Table L in Appendix for additional responsibilities). The Principal aids the Executive Director in the overall executive management of the school. The Principal ensures that financial records are accurate and up-to-date and that programmatic guidelines for reporting and implementation are followed. The Principal develops school policies and procedures, implements a marketing plan, is involved in recruiting teachers, and develops and builds community relations. The Principal reports to and is evaluated by the Executive Director and Governing Board (see Table L in Appendix for additional responsibilities). The Office Manager manages daily operations and provides financial and programmatic oversight. The Office Manager works with the Principal and participates and coordinates community outreach and recruiting activities. The Office Manager oversees day-to-day office procedures and upholds office and school policies. The Office Manager maintains records, systems, and equipment. The Office Manager reports to and is evaluated by the Principal (see Table L in Appendix for additional responsibilities).

2. Describe how the governing authority will create and monitor the strategic planning and implementation of the school using the logic model template provided. See the Logic Model Components Definitions in "Terms to Know" CLICK HERE

   See Attachment 2. Logic Model

3. Describe the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the proposed project, as described in the above logic model, that will produce quantitative and qualitative data by the end of the grant period.

   Highland Prep West will use the following objective performance measures to evaluate the project: (1) percentage of disadvantaged student graduates that attain college and career readiness as defined by the State of Arizona; (2) percentage of disadvantaged student graduates that meet the 4-year college prerequisites as defined by the Arizona Board of Regents; (3) percentage of disadvantaged student graduates that are accepted to 4-year colleges; and (4) the percentage of disadvantaged student graduates that attend a post-secondary education institution.

   The data to be collected, analyzed and used to evaluate the stated objective performance measures will include: (a) student proficiency on ELA and Mathematics state assessments; (b) student growth percentile and student growth to target on ELA and Mathematics state assessments; (c) student proficiency on Science state assessments; (d) ELL proficiency and growth on state assessments; (e) 4-year graduation rate; (f) 4-year dropout rate; (g) completion of college and career readiness indicators; (h) Intervention program participation rate by cohort; (i) Honors program participation rate by cohort; (j)

Advanced Placement program participation rate by cohort; (k) Advanced Placement proficiency on national assessments; (l) Dual Enrollment Mathematics program participation rate by cohort; (m) Dual Enrollment Mathematics program proficiency on course assessment; (n) 4-year college acceptance rate; and (o) 4-year college attendance rate as provided by national clearinghouse. Additionally, data will be collected for analysis and evaluation from daily faculty walk-through observations; weekly faculty snapshot observations; bi-annual formal faculty observations; faculty Professional Learning Community (PLC) meetings; bi-annually parent surveys; annual student surveys; annual faculty surveys; and annual staff surveys.

The Governing Board, Advisory Council, and Faculty PLC will meet regularly through each school year to evaluate collected and analyzed data in order to monitor and adjust institutional actions pursuant to the achievement of program goals as stated in the Academic Systems Plan. The Governing Board and Advisory Council will meet annually at the end of each school year to evaluate progress toward the state objective performance measures of this project as well as the stated program goals of the school's Academic Systems Plan, and recommend modifications to same base on such evaluation. The Advisory Council consists of parent, student, and community members for the purpose of providing feedback to school leadership on the academic programs and progress of the school.

4. What is the succession plan for governing body members and key school leadership to sustain the school's mission?

The Corporate Board will be responsible for developing a sustainable succession plan, including the recruitment of Governing Board Members. Corporate Board Directors will

recruit from the exceptional community members who are strong advocates for the School's mission and vision. Potential Governing Board members will be interviewed to ensure vacancies are filled with individuals who possess the qualifications and expertise necessary to perform the duties of the Governing Board.

Consistent with Highland Prep West's Bylaws, in any event where a vacancy occurs for any reason, the Corporate Board may fill the position at any meeting called for that purpose. The appointment of a successor Governing Board Member requires the affirmative vote of a majority (51%) of Corporate Board Directors then in office. Upon the affirmative majority vote of the Corporate Board, the successor Governing Board Member shall immediately take office; however, for the purposes of term limits, the successor Governing Board Member's term will be counted as beginning on the date of the first annual meeting following his or her election. Upon the approval of Highland Prep West's charter school application, the Corporate Board will finalize a strategic governance succession plan for Governing Board Members. The succession plan will include a rubric to prioritize the specific needs and expertise required to sustain the organization as well as to ensure Governing Board Members obtain the skills and knowledge necessary to serve on a charter school governing board. Potential Governing Board members will be required to submit their resume, their fingerprint clearance card, and to participate in an in-person interview before the full Governing Board.

The Corporate Board will review submitted resumes, select competitive candidates for interview, conduct in-person interviews, and elect Governing Board Members in accordance with the School's Bylaws. All newly appointed Governing Board Members

must agree and participate in both professional development and annual trainings on statutory changes.

All Governing Board Members will be required to secure and maintain a finger print clearance card prior to their appointment. Furthermore, the School will require Governing Board Members read and sign a statement evidencing their understanding and commitment to the School's charter application and the necessity of complying with Arizona Open Meeting Law prior to their becoming a voting member of the Governing Board. The School will provide Governing Board Members with Open Meeting Law trainings and require disclosure of any Conflicts of Interest.

The School will provide an orientation for new Governing Board Members, acclimating them to the School's policies, procedures, and vision. The current Bylaws, Governing Board minutes, policy manual, and any other pertinent materials will be reviewed. Ongoing professional development and training of Governing Board Members will be provided so Governing Board Members may constructively participate in the decision making process and stay abreast of current issues. Further, Governing Board Members will periodically be assigned relevant, research-based readings and asked to read and be prepared to discuss in a study session.

The Executive Director, and relevant support organizations, such as the School's legal counsel and CPA, will facilitate the orientation and ongoing professional development of the Governing Board. Additional School personnel may provide training in specific areas as needed. For example, the Executive Director will present and explain the annual budget to sufficiently inform Governing Board members and to solicit their feedback, and

to make desired changes. The Executive Director, Secretary, and Treasurer have attended trainings on governance and Open Meeting Law, and will continue to participate in annual trainings on Open Meeting Law.

Opportunities for professional growth for leaders to sustain the school's mission will be sought out and made available. Examples include workshops, seminars, and conferences on leadership, education, and STEM, like the Leading Change Conference, the Arizona Charter Schools Association Educator Summit and Business Summit, Educator Evaluation Summit, Arizona Association of School Business Officials Conference.

Highland Prep West will endeavor to recruit its start-up principal from one of its associated schools, Highland Prep. The school recognizes the importance of developing in-house talent over the course of one, two, or even several years of practice with the particular STEM college prep model that the school will employ. Further, Highland Prep is currently supporting the development of teacher leadership and potential school administrators from within the school's education team.

5. What process is in place or will be in place for ensuring feedback and continuous improvement in the operation of the proposed project. (34 CFR 75.210(g)(2)(ii))

Highland Prep West is required by the Arizona State Board of Charter Schools to develop and implement a documented, systematic continuous improvement plan bi-annually. The continuous improvement plan includes performance goals for student proficiency and growth in the areas of math and reading. The plan provides specific action steps, essential details, intervals, responsible party, evidence of meeting action steps, and cost and budget line items for achieving the performance goals. All stakeholders perform

action steps as responsible parties in support of student learning and improvement. The continuous improvement plan is reviewed annually for the completion of action steps and achievement of performance goals. The plan is evaluated bi-annually for the revision of action steps and performance goals. (See Attachment 3. Academic Systems Plan).

Student data is essential to the continuous improvement process at the school. Course tests for all high school ELA, Math, and Science courses are administered at the beginning and end of each quarter. Data sets for the above course tests contain individual student data for each performance standard tested. The data sets are reviewed by administration and faculty to benchmark prior student knowledge and measure student proficiency and growth. The data sets are also evaluated by administration and faculty to establish quarterly instructional priorities to improve student achievement. Through this process, school personnel are held accountable for the implementation of strategies and interventions in support of the continuous improvement process. Accountability is also measured by teacher snapshot observations, teacher self-assessments, and teacher evaluations using the Charlotte Danielson Model.

Highland Prep West communicates information to students regarding student achievement using the Student Course Test Record and implementation of the continuous improvement process using the Academic Support Form and Academic Tutoring Contract. The school communicates information regarding student achievement and instruction to parents using the Student Course Test Record, Academic Support Form, and Academic Tutoring Contract. Students and parents may obtain daily lesson plans through Canvas (the school learning management systems) and assignment and course

grades through FamilyLink (the school electronic gradebook). Additionally, parents are informed of student progress through personal meetings, emails and telephone calls. The school communicates information regarding student achievement and instruction to the governing board through student data presentations and academic plan presentations.

6. Describe how the charter school that is considered a local educational agency under ARS§15-181 will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. *ESEA, Title IV, Part C, Sec. 4303(f)(1)(A)(iii)(III)*

Special Education. Highland Prep West is committed to creating a learning environment that ensures all students with disabilities receive a high-quality education, by providing services to children with disabilities in the same manner as the local school district and in the Least Restrictive Environment (LRE). Including the specialized instruction, supplementary aids and related services, these allow for all individual students to fully participation in every aspect of the program as well as maximize the opportunity for overall achievement.

Highland Prep West assures that it will comply with section 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act by adopting Special Education Policies and Procedures that ensure all children with disabilities have the right to a free appropriate public education (FAPE). These services will be provided in an inclusive model with a continuum of special education and 504 services to meet the needs of all students with disabilities Students with Individualized Education Plans (IEPs) progress steadily towards post-secondary preparedness and placement. The school will ensure that services for Students with Disabilities (SSD) are made through ACT, and the College Board for PSAT, SAT, and AP tests. The school will contract with special education

specialists and service providers as needed. As well, classroom teachers will be trained on 45-day screenings, accommodations and modifications, and will be required to read and sign an acknowledgement that they have read each child's IEP prior to the start of each quarter for each student with a disability whom they teach.

English Language Learners. Highland Prep West will also provide appropriate English Language Learner (ELL) support to qualifying students in accordance with state and federal laws. The school will use their enrollment form and Home Language survey to identify students who need to take the Arizona English Language Learner Assessment (AZELLA). If a student scores Pre-Emergent, Emergent, Basic, or Intermediate, the student will be designated an ELL, and will receive English Language Services with parent consent. Services will be provided either through Structured English Immersion (SEI) or an Individual Language Learner Plan (ILLP), depending on the number of students who qualify. Highland Prep West will ensure that students receiving English Language Services, progress steadily through reclassification, towards fluency, and post-secondary preparedness and placement.

Option B – Freestanding or Expansion/Replication affiliated with in-state CMO

7. Describe how well the applicant meets the criteria of Academic Performance, Financial Performance, Operational Performance and Compliance set forth by the authorizer, the Arizona State Board for Charter Schools.

   On September 14th, 2020 the replication application for Madison Highland Prep, the model school, was approved for Highland Prep West, the replicated school, by the Arizona State Board for Charter Schools (ASBCS). In the area of academic performance,

Madison Highland Prep has exceeded the standards for Fiscal Years 2017, 2018, and 2019; as indicated on the ASBCS Academic Performance Dashboard (see Table A in Appendix). In the area of financial performance, Madison Highland Prep meets the financial standards for all criteria of the Board for Fiscal Year 2019; as indicated on the ASBCS Financial Performance Dashboard (see Table C. in Appendix). In the area of operational performance and compliance, Madison Highland Prep meets the operational standard and operational expectations of the Board for Fiscal Years 2017, 2018, 2019 and 2020; as indicated on the ASBCS Operational Performance Dashboard (see Table B in Appendix).

E. Preference Points - Not Required -- Total points possible: 5 points added to the total score

Describe how the applicant will increase high school student academic achievement and graduation by participating in dual or concurrent enrollment programs or early college high schools.

The Dual Enrollment program at Highland Prep West allows students an opportunity to enroll in college courses taught at the school. Students earn both high school credits and college credits that transfer to colleges and universities and apply towards degree programs. Through dual enrollment courses, students can transition from high school to college more easily; receive a quality college experience in a familiar and comfortable environment; and receive instruction from their high school teachers who meet community college certified requirements.

To be eligible for dual enrollment courses at Highland Prep West, students must (1) be a full-time high school student while enrolled in the dual enrollment courses; (2) meet the placement and prerequisites requirements of the offered course; and (3) assume financial responsibility for obtaining course texts and materials.

Highland Prep West will offer dual enrollment mathematics courses in partnership with Phoenix College. Student that successfully complete a dual enrollment course will earn on credit of high school mathematics and five credits of college mathematics. The dual enrollment courses offered at the school are listed below. The goal of the dual enrollment program is to provide all students with the opportunity to complete one or more college level mathematics courses while attending high school.

MAT 151-College Algebra (1.00 Credit)

Prerequisite: College Placement Test

This dual enrollment course is a detailed study of the basic concepts of algebra, including first and second degree equations and inequalities, graphs of linear and quadratic functions, conic sections, polynomial functions, exponential functions, logarithmic functions, systems of equations including Gaussian elimination.

MAT 187-Pre Calculus (1.00 Credit)

Prerequisite: Pre-Calculus or MAT 150 College Algebra

This dual enrollment course is designed for review of those algebraic concepts needed for the study of calculus. The course includes a more thorough study of algebraic and trigonometric functions. The course emphasizes

linear and quadratic equations and inequalities, graphs of linear and quadratic functions, conic sections, polynomial functions, systems of equations, matrices and determinants mathematical induction, trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, and right and oblique triangles.

MAT 220-Caluclus I (1.00 Credit)

Prerequisite: MAT 187 Pre Calculus

This dual enrollment course is the first of a sequence of three courses combining the subject matter of analytic geometry and calculus. Functions and their graphs are studied with special attention to differentiation, limits, rules and integration using various techniques. Applications of both differentiation and integration are covered.

Math 230-Caluclus II (1.00 Credit)

Prerequisite: MAT 220 Calculus I

This dual enrollment course is the second of a sequence of three courses combining the subject matter of analytic geometry and calculus. Functions and their graphs are studied with special attention to differentiation, limits, rules and integration using various techniques. Applications of both differentiation and integration are covered.

Math 240-Caluclus III (1.00 Credit)

Prerequisite: MAT 230 Calculus II

This dual enrollment course is the third of a sequence of three courses combining the subject matter of analytic geometry and calculus. Functions and their graphs are studied with special attention to differentiation, limits, rules and integration using various techniques. Applications of both differentiation and integration are covered.

F. Leadership – Total points possible: 15 points

1. What process is in place or will be in place to develop challenging curriculum including supplemental curriculum aligned with the state standards that meets the unique needs of disadvantaged students?

   Highland Prep West (HPW) has developed a system to create, implement, and evaluate our curriculum that is ambitious, rigorous, and relevant to local educationally disadvantaged students who are preparing to compete with students from around the world in a new and increasingly innovative global arena while simultaneously supporting and improving academic outcomes, closing the achievement gap, and improving achievement and graduation rates. HPW will make certain that its curriculum and instruction is strategically designed to ensure that each student receives individual attention to their personal goals with innovative pathways. HPW understands that it is the education team's responsibility to prepare students to be creative, adaptive and innovative in their thinking.

   HPW's curriculum program will be based on Arizona's College and Career Ready Standards, as well as other rigorous state standards. As previously mentioned, educationally disadvantaged students need to be provided instruction in a rigorous, standards-based curriculum to improve achievement and graduation rates. HPW will ensure that these standards are implemented with fidelity so a consistent set of English Language Arts (ELA) and Mathematics expectations are established that result in high quality preparation of educationally disadvantaged students for college and career. The school's education team will commit to providing its students with the following performance targets: 1) a clear articulation of the standards to ensure students understand

what is expected of them with every lesson; 2) consistent expectations that ensure HPW students are both nationally and internationally competitive; and 3) interesting and relevant content that supports the development of higher-order thinking skills consistent with successful post-secondary interactions, and workplace expectations.

STEM. Highland Prep West will feature a STEM program to support and improve academic outcomes, close the achievement gap, and improve achievement and graduation rates for educationally disadvantaged students. This program will be strengthened through the implementation of Literacy Standards. This is especially important for HPW's target student population, educationally disadvantaged students, since inadequate reading and writing skills are a proven barrier to successful entry in STEM fields due to the need for remediation before true college work can begin. The STEM program will assist educationally disadvantaged students in preparing for careers in STEM fields by enhancing college preparation, thereby reducing the need for remediation and increasing graduation rates, since students who participate in STEM programs in high school are found to earn higher GPAs, have better retention, and are better-equipped for the rigors of college study (College Board, 2012).

HPW will integrate its STEM curriculum through embedded projects. HPW will partner with Project Lead the Way (PLTW) to expose its students to a STEM curriculum. The PLTW program engages students in activities, projects, and problem-based learning, which provides hands-on classroom experiences, which is especially beneficial to educationally disadvantaged students. HPW's students will create, design, build, discover, collaborate and solve problems while applying what they learn in math and

science. Students will also be exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through mentorships and workplace experiences.

The PLTW curriculum is founded in the fundamental problem-solving and critical-thinking skills taught in traditional career and technical education along with national academic and technical learning standards and STEM principles, creating what U.S. Secretary of Education Arne Duncan calls one of the "great models of the new CTE succeeding all across the country." PLTW was recently cited by the Harvard Graduate School of Education as a "model for 21st century career and technical education."

In the first year, HPW will feature Introduction to Engineering and Design (IED), which explores the design process and links STEM principles to relevant problem-solving activities. PLTW courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. PLTW courses are designed to prepare students to pursue post-secondary education and careers in STEM-related fields. The course will promote hands-on exploration, inquiry design, and problem solving. Each unit of the course consists of various theme projects that enable students to explore and understand science, technology, engineering, and mathematics concept areas. Additionally, the program meets AZCCRS, and the National Science Education Standards, and standards of ISTE, and ITEEA. In year 2, HPW will add Principals of Engineering (POE), and in year 3, Civil Engineering & Architecture (CEA) as well as Aerospace Engineering (AE).

HPW will also feature several Robotics programs, which include: VEX Robotics, SeaPerch Robotics, and Zero Robotics sponsored by NASA & MIT. HPW's administrative team has experience with establishing each of the aforementioned robotics programs having implemented these programs at their two current schools and has a seven-year relationship with Project Lead the Way (PLTW).

English Language Arts Pre-AP Curriculum Materials. HPW's thorough understanding of Arizona's College and Career Ready Standards for high school resulted in the school's selection of the College Board's *Spring Board* curricular materials as the foundation for its English Language Arts curriculum. The Common Core Standards for English language arts are organized by individual grade level bands in middle school and configured as shared bands in high school (i.e., grades 9-10 and 11-12). Each performance band contains vertically articulated "Anchor Standards" for reading, writing, communication, and language. Spring Board has a web link that provides highly specific examples of its ELA alignment to the Common Core available at: http://springboardprogram.collegeboard.org/commoncore. Spring Board adds value to the Common Core standards through its strong emphasis on reading analysis, writing in multiple modes, vocabulary acquisition, and language usage that build from basic language acquisition through effective use of rhetoric and complex syntax.

Mathematics Pre-AP Curriculum Materials. HPW's thorough understanding Arizona's College and Career Ready Standards for high school resulted in the school's selection of the College Board's *Spring Board* curricular materials as the foundation for its Mathematics curriculum. The Common Core Standards for Mathematics are organized

by the following categories: Number and Quantity, Algebra, Functions, Geometry, Modeling, Statistics, and Probability. These conceptual categories show the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics. Again, Spring Board has a web link that provides highly specific examples of its Mathematics alignment to the Common Core. This alignment is available at: http://springboardprogram.collegeboard.org/commoncore. HPW students will take one year of Algebra 1 as freshmen to ensure a deep and conceptual understanding of algebra. In their sophomore year, students will take Geometry and Algebra 2. Juniors will take Pre-Calculus and have the opportunity to take dual enrollment mathematics courses. Seniors will have the opportunity to take AP Statistics and dual enrollment mathematics courses.

Spring Board is also vertically aligned to the College Board Standards for College Success (CBSCS). A recent College Board study indicated a strong alignment between the Common Core State Standards and the CBSCS. The CBSCS includes the CCSS focus on required achievements and outcomes, but also "addresses the process elements and strategies essential to students achieving the final outcomes." Spring Board features rigorous curriculum materials, with embedded formative assessments and professional development support to ensure its accurate and effective implementation.

HPW's selection of Spring Board was also influenced by its proven track record as a pre-AP program that increases participation and prepares a greater diversity of students for success in Advanced Placement (AP) classes (Elefonte, College Board & Jun Li, 2009). Spring Board is also a strong match for the school's students since it provides culturally

and personally relevant activities designed to engage students in problem solving, academic discourse and critical analysis. Further, Spring Board's approach to personalized learning provides teachers tools to meet each student's needs, which is consistent with HPW's Personalized Education Plan (PEP) program. The Pre-AP preparation also fits well with the school's goal of every student graduating from the school college ready, with at least one AP course completed. Spring Board is also a good fit with the school's Science Technology Engineering and Math (STEM) program since students who take AP math and science courses, "major in STEM fields at significantly higher rates than other students" (Seimens, 2011).

Social Studies. HPW's curriculum for Social Studies will be aligned with Arizona's College and Career Ready Standards for literacy in history, which will be infused across the curriculum. HPW's social studies program will begin in the freshmen year with World History, sophomore year with U.S. History, and junior year with Government and Economics. Students will be able to take AP World History in their junior year and AP U.S. History in their senior year. The aim of HPW's social studies program will be to promote civic proficiency, the knowledge, intellectual processes, and democratic perspectives required of students to be active and engaged participants in public life. Civic proficiency depends on a commitment to democratic values, and requires the abilities to use knowledge about one's community, nation, and the world to apply discovery processes, data collection and analysis, collaboration, decision-making, and problem-solving through the examination of primary and secondary source documents. HPW will encourage its students to become educated, global citizens, with a social conscience, who will be able to serve as change agents in their local and global

community. Further, HPW will ensure that each graduating class is proficient on the civics test, consistent with the American Civics Act (HB 2064).

Science. HPW's curriculum for Science will be aligned with Arizona's State Science Standards, and English Language Arts for literacy will be infused across the science curriculum. The school will ensure ELA literacy and connections to the Common Core State Standards through secondary alignment with the Next Generation Science Standards (NGSS). The NGSS were designed to reflect the increasing need "for scientific acumen in a complex, technological world", and the "emphasis is on demonstrating the scientific process" (Schachter, 2013).

HPW's science program will utilize backward planning (McTighe & Wiggins, 2005; Jacobs, 2010) to bring students from whatever level that they arrive to the school, to AP readiness within two years of entry to the academic program. The school will accomplish this through discovery and experiential based learning, the development of background knowledge and skills, and a deep understanding of physical and life sciences. Students will use discovery and experiential based learning to discover the rules and principles that guide physical sciences. HPW students will take Chemistry during their freshman year, Biology during their sophomore year, and Physics in their junior year. Students will also be able to take AP Biology, AP Chemistry, AP Physics, and AP Environmental Science in their junior and senior years. HPW will ensure that the lab component of its science curriculum supports a seamless transition to any college or university program.

The school's plan for development and implementation of rigorous, challenging curriculum is provided in Attachment 3. Academic Systems Plan.

2. What process is in place or will be in place to design and implement instructional practices aligned with the curriculum to meet the unique needs of disadvantaged students?

Highland Prep West will utilize formative instruction and assessment as its primary instructional vehicle since it has a proven track record for generating significant growth with all students, particularly those who are educationally disadvantaged (Black & Wiliam, 1998b; Popham, 2008). Formative instructional and assessment practices have been increasingly viewed as providing information necessary to personalize education for each student, by providing timely information to be used in personalizing instruction (Wolk, 2010). It is important to make a distinction between the commonly understood definition of formative assessment as "a process by which "student's results are gathered in time to ensure that instruction is malleable enough to introduce changes" (Scriven, 1967). Based on an extensive review of empirical research studies on classroom assessment, carried out by British researchers Black and Wiliam in 1998, formative assessment gained world-wide attention when it was revealed that when properly executed in the classroom, formative assessment helps students learn what is being taught at a deeper conceptual level. The argument they made was supported with evidence from their meta-analysis in which they concluded that student gains in learning resulting from formative assessment were "amongst the largest ever reported for educational interventions" (Black & Wiliam, 1998b, p. 61). Further, that when properly executed in the classroom, formative assessment will help students learn what is being taught to a substantially better degree (Black & Wiliam, 1998b). According to Popham (2008), when used correctly formative assessment also helps low achievers more than other students.

Black and Wiliam's meta-analysis was commented on by leading educational experts from several nations. The meta-analysis essentially featured nine years' worth of research reports and used two earlier extensive reviews (Crooks, 1988) as starting points. Black and Wiliam were able to identify 681 publications that seemed significant to their review. From those 681 reports, 250 were used in the final meta-analysis. The studies they considered were diverse in nature: carried out by researchers in several nations, involving students ranging from 5-year-olds to undergraduates, and focused on a variety of subject fields (Popham, 2008, p. 19). Based on their meta-analysis, Black and Wiliam reported typical effect sizes of between 0.4 and 0.7 in favor of students taught in classrooms where formative assessment was employed. Such effect sizes, the two meta-analysts observe, "are larger than most of those found for other interventions" (Black & Wiliam, 1998b, p. 141).

In practice, the school's teachers will make immediate and ongoing instructional adjustments to direct instruction, cooperative learning, project-based learning, Socratic seminar, and experiential learning - based on their students' level of understanding. HPW teachers will learn how to gather ongoing assessment evidence, analyze the evidence, and change teaching tactics wherever necessary, on a frame-by-frame basis. These instructional adjustments will be based on a combination of students' observed performance and self-reported levels of understanding or lack thereof. HPW teachers will use a myriad of brief assessments on an ongoing basis throughout each class, making "instant, adroit instructional adjustments as required so that students will be on the

receiving end of constantly perfected, truly tailored instruction" (Popham, 2008) in each of the following methods of instruction:

Direct Instruction. HPW will use carefully articulated daily lesson plans to teach students explicit skill-sets through direct instruction that will include minute-by-minute formative assessment. Direct instruction will include lecture, and small-group, teacher-directed learning activities. It is important to engage educationally disadvantaged students in a multitude of areas where they get to exhibit their strengths. Direct Instruction within a formative instruction and assessment system ensures that teachers prevent silent failure by getting educationally disadvantaged students to demonstrate what they know on a frame-by-frame basis. Teachers can ask questions to check for understanding, ask students to show their answers on mini-white boards, or have students share what they know about the topic at hand.

Cooperative Learning. HPW will feature instruction that organizes classroom activities into academic and social learning experiences. Students will work together in groups and learn to benefit from one another's resources and skills. In this format, the school's teachers will act as facilitators as students provide the information for learning. This will allow educationally disadvantaged students to change roles and interact with the material from various perspectives. The school's cooperative learning tasks will be intellectually demanding, creative, open-ended, and will involve higher order thinking tasks.

Project-based Learning. HPW will integrate its STEM curriculum program through embedded projects. In support of the STEM program, the school will partner with Project Lead the Way (PLTW) in exposing its students to the Science, Technology,

Engineering, and Mathematics (STEM) curriculum. The PLTW program engages students in activities, projects, and problem-based learning, which provides hands-on classroom experiences. HPW's students will create, design, build, discover, collaborate and solve problems while applying what they learn in math and science. This will allow educationally disadvantaged students to engage in a myriad of learning experiences through a variety of individual roles within a team format. Educationally disadvantaged students will also learn individual and group accountability, and will participate in the creation and presentation of a product that makes use of integrated themes; utilizing content information, organized in a meaningful context. They will also be exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through mentorships and workplace experiences. The program meets CCSS and the Next Generation Science Standards (NGSS). Educationally disadvantaged students will also have the opportunity to participate in several Robotics programs, which include: VEX Robotics, SeaPerch Robotics, Zero Robotics program sponsored by NASA & MIT.

Socratic Seminar. HPW will use Socratic Seminar, otherwise known as Socratic Circles (SC) to encourage maximum student involvement and participation through ongoing peer interaction. SC instruction will generate multiple views on a particular issue or topic; resulting in a more thorough examination of the topic. This will encourage educationally disadvantaged students to make inferences about what they are learning and develop their knowledge in a logical progression, formulating hypotheses. HPW's teachers will use Socratic questioning to establish and maintain the flow of the activity, and to help educationally disadvantaged students connect the activity to their learning. The question

style of Socratic questions is open-ended; focusing on broad, general ideas over specific information. Teachers will use this questioning technique to encourage higher-level critical thinking skill development.

Experiential Learning and Digital Literacy. HPW will use experiential or discovery learning to provide educationally disadvantaged students with an opportunity to learn by participating in activities, conducting experiments, and doing field work. HPW also believes that digital literacy or, 21st century literacy is essential to reach educationally disadvantaged students and bring relevance to instruction which includes "understanding wikis, blogs, digital media, and other new and emerging technologies" (Jacobs, 2010). For example, Digital Storytelling will be used across the curriculum to provide students with digital content that is merged and remixed into new forms of conceptual awareness. Students will be exposed to digital media tools – such as Garage Band, Audacity, Movie Maker, iMovie and other compilation tools that will foster their ability to create multimedia products of their learning experiences through the use of digital storytelling. Educationally disadvantaged students will learn how to digitize media by using picture and video editors, mix soundtracks and use microphones to overlay their narrations over digital music and sound effects.

Real-life Experience and Internships. HPW students will be exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through mentorships and workplace experiences. This will directly benefit educationally disadvantaged students as they will have the opportunity to participate in these mentorships and workplace experiences in the summer, during evenings or

weekends, and in their senior year of school during the school day. This will allow educationally disadvantaged students to confirm or rule out career choices, and to acquire a realistic understanding of the workplace.

3. What process is in place or will be in place to develop a comprehensive academic assessment system to measure the performance of disadvantaged students?

Highland Prep West has a comprehensive academic assessment system to measure performance of educationally disadvantaged students that begins at enrollment. At HPW all new students will participate in an administrator/student/parent intake meeting. Prior to the meeting each student will be assigned a diagnostic assessment for reading and math to assist the school in establishing a baseline from which to schedule classes, prescribe remediation, targeted intervention, identify enrichment opportunities, and to measure future growth. In addition to previous school data, a rubric for each test will assist the administrative team in determining student needs. Where applicable, students will have an opportunity to participate in remedial classes and be assignment to Future Freshmen Academy, various workshops, and/or tutoring with teachers.

Traditionally, students who enter high school are presumed to be ready for high school math and English. However, this is frequently not the case and many encounter academic difficulty resulting in failure and even drop-out. Greater attention must be paid to supporting the transition from middle to high school in order to close the gap and bring about academic equity. HPW's Future Freshman Academy will be designed to meet this need. The Academy will specifically target freshmen who enroll at the school with significant gaps in both pre-algebra and reading comprehension. At the administrative team's previous school, during the summer of 2016 61% of newly enrolled freshmen

attended the Freshmen Academy. The 2017 Freshmen Academy was attended by 66% of newly enrolled freshmen and the 2018 Freshmen Academy was attended by 72% of newly enrolled freshmen. After implementation of the Future Freshmen Academy, the previous school's pass rates for freshmen English classes went up 4% in 2016-2017; 5% in 2017-2018; and 5% in 2018-2019. Similarly, freshmen algebra pass rates rose by 10% in 2016-2017; 11% in 2017-2018; and 13% in 2018-2019. HPW's administrative team believes that these increases were due, at least in part, to the success of the school's Freshmen Academy and use of data in scheduling students. The school will offer Future Freshmen Academy in the summer just prior to the start of the first school year in the interest of bridging deficiencies in high school readiness skills for students entering the high school as freshmen.

The initial meeting process initiates the start of each child's Personalized Education Plan (PEP), and outlines the routines, policies, and expectations of the school, as well as what students and parents can expect from the school. HPW will encourage and promote parent and community participation in the school on an ongoing basis through the school's website, monthly newsletter, and each teacher's class page, where weekly grades will be posted as well as a preview of the upcoming week's assignments. At HPW, all teachers will be required to report students who are missing assignments or doing poorly on tests to administration, via email and administration meets with each student individually, in order to determine a course of action aimed at remediating the situation. When academic challenges arise, it will be standard practice for students to stay after school with a particular teacher that day and in some cases over a period of days until the missing work is completed or weak skill sets are remediated. These one-on-one meetings

will tracked and a disposition will be shared with parents. In HPW's administrative team's previous school, the assignment completion rate steadily improved after this practice was initiated in the school's first year. As a result, the failure rate at the school was reduced by 10% over the following two years. The practice also assists grade level advisors in keeping their students on track with their PEPs, which includes their year-long class schedule, as well as protecting each student's G.P.A. and progress towards graduation. HPW's administrative team has found PEPs are helpful in building efficacy with parents and students by demystifying the learning process and giving parents a reason to support the school with their child's progress.

HPW will utilize formative instruction and assessment as its primary instructional vehicle since it has a proven track record for generating significant growth with all students, particularly those who are educationally disadvantaged (Black & Wiliam, 1998b; Popham, 2008). HPW also believes that summative assessment is key to measuring students' status with respect to curricular outcomes (Marzano, 2009). For this reason, teachers will provide a beginning of course (BOC) and end of course (EOC) assessment for every subject that they teach. This is important to determine individual student growth and teacher effectiveness. The HPW education team will disaggregate Beginning of Course (BOC) and End of Course (EOC) assessment data to determine whether all groups of students are learning and making progress. Analysis will include groupings by grade, gender, SES, ELL, and ethnicity, and Student Growth Percentiles (SGPs). Based on these data findings, a formal report of assessment results will be presented for Board Members and Teachers. HPW's Executive Director, Principal, and Director of Curriculum will submit an end-of-year report to the Governing Board. Based on

feedback from the education team and formal recommendations from the Governing Board, HPW will amend and improve action steps in the Academic Systems Plan (See Attachment 3. Academic Systems Plan).

Highland Prep West will also conduct two benchmark assessments per year in order to determine longitudinal growth towards exit goals reflective of Arizona's College and Career Ready Standards and College Readiness exams. HPW's longitudinal assessment system will be used to drive the school's remedial intervention program. Specifically, the education team will use PSAT/SAT assessment data to generate a concept analysis for each and every student in the school. Each student will be able to remediate identified weak skill-sets through an online tutoring program provided by the College Board. Students will also be able to remediate weak skill sets with one-on-one assistance from teachers before and after school. HPW's education team will be trained in data analysis through PSAT/SAT benchmark testing, workshops, webinars, and Professional Learning Communities where teachers will work with assessment results, to determine level of understanding for individual students, classes, and cohorts. Assessment reports will be generated for each student, class and cohort illustrating the degree of standards mastery. Growth will be examined relative to the Academic Systems Plan goals. Identification of bottom quartile students and the school's targeted intervention program will be driven by these results. The resulting information, rate of learning, and degree of integration of data analysis practices will determine future professional development needs relative to data analysis. The Governing Board will review the school's progress towards Academic Systems Plan goals annually.

Additionally, PSAT/SAT assessment data will be used to generate strand analyses that will be used to create workshops throughout the year. Students will be assigned to specific workshops commensurate with areas targeted for remediation of individual weak skill-sets after the student activities hour on regular school days. HPW believes that summative assessments should not be conducted merely to collect data that measures status without using the data to help students. Therefore, all summative data will be shared with students and their families in a timely manner so that interventions may be scheduled in support of remedial needs. Further, information generated by the two benchmark assessments will be used to provide feedback to teachers in areas that should be strengthened or reinforced in their curriculum.

HPW's students will demonstrate superior academic growth in all key academic areas, and above average results on school benchmark and state assessments. HPW will ensure that its academic program results in exemplary growth for each student with an average of 1.5 years of growth per student over the aggregate. This goal is consistent with HPW's definition of equity as "not treating all students the same; but ensuring that all students reach the same place irrespective of the condition upon which they arrived."

4. What process is in place or will be in place to monitor and measure educator effectiveness?

The overall instructional program for HPS will be guided by Charlotte Danielson's *Framework for Teaching,* which is a comprehensive model for effective teaching practices that incorporates a teacher and administrator development and evaluation system. The instructional model has four domains: *Planning and Preparation*, *The*

Classroom Environment, *Instruction*, and *Professional Responsibilities* (Danielson, 2007). The *Framework for Teaching* is based on the premise that all students "acquire deep and flexible understanding of complex content, to be able to formulate and test hypothesis, to analyze information, and to be able to relate one part of their learning to another" (Danielson, 2007). It is consistent with the aims of the Common Core curriculum, where students learn how to acquire and apply their knowledge efficiently, to think critically, analyze, synthesize and make inferences, based on a deeper conceptual understanding of the curriculum. This model was also chosen because it incorporates formative teaching, learning and assessment practices (Danielson, 2007). The *Framework for Teaching* model will be implemented during the summer in-service prior to the start of the inaugural school year, and will remain in place to ensure that the school evolves and improves its instructional effectiveness. When HPS's administrative team observes formative instruction and assessment in the classroom they will script a teacher's lesson as close to word-for-word as possible, as recommend by Danielson. As a result, formative instructional feedback is provided quickly. Danielson offers that for feedback to be effective, it must be "accurate, constructive, substantive, specific, and timely" (Danielson, 2007). She further adds that both teachers and students should engage in ongoing self- assessment so that it is individualized. Thus, formative instruction must be observed and evaluated according to different standards than non-formative assessment instruction. Danielson recommends spending no less than one hour per observation, taking ongoing notes the entire time. Afterward, the notes or scripting may be coded to which particular domain and component is observed for each communication. Danielson's "framework divides the complex act of teaching into four

broad realms of activity or domains" (Danielson, 2007). The four domains are: Planning and Preparation, The Classroom Environment, Instruction, and Professional responsibilities. Each domain consists of five or six components. The Danielson model was designed for formative instruction style instruction and is based on the Praxis III criteria developed by the Educational Testing Service (ETS) after extensive surveys of research literature, consultation with expert practitioners and researchers, wide-ranging job analyses, summaries of the demands of state licensing programs, and fieldwork. HPS's chosen evaluation system is based on this model and includes: Teacher Snapshot Data Collection form, Teacher Snapshot Data Collection Observation form, Teacher Self-Assessment Instrument, Teacher Professional Practice Goals, and Classroom Teacher Evaluation Instrument (See Attachment 4. Classroom Teacher Evaluation Instrument).

Teachers will receive both class wide standards-based reports that disaggregate data by performance objective as well as individual student performance reports. Planning and instruction will be monitored and adjusted based on this ongoing data. Students and parents will receive individual data in core academic areas in the form of reports that outline the skills and concepts that exceed the standard, meet the standard, and approach the standard or fall far below the standard. Students will use this data to guide their individual program of study, their tutoring and support and their overall progress in the program. Additionally, the school will host parent academies and workshops where parents will be trained on how to support their children with remediation based in current data reports. Thus, students and parents will be included in the overall assessment system to increase efficacy with the overall learning community. Further, data obtained through

beginning of course (BOC), and end of course (EOC) will be used to provide feedback to teachers in areas that should be strengthened or reinforced in their curriculum.

5. What process is in place or will be in place to recruit, select, and hire quality educators?

Highland Prep West will recruit and hire qualified staff to support educationally disadvantaged students and the school's program of instruction. HPW will select staff that who are innovative and open to new ideas and possess a strong shared vision for the mission and philosophy of the school. HPW will also select staff that will provide a nurturing and supportive environment for educationally disadvantaged students and their families.

HPW's administrative team will write job descriptions, place ads, and attend job fairs including out of state job fairs. The administrative team will interview candidates, hire highly qualified teachers who are state certified, aligned with the school's educational philosophy, demonstrate an understanding of appropriate state standards, and have an attitude of critical thinking, self- reflection, and commitment to life-long learning. Beginning in January of 2021, HPW will recruit for a Principal and Office Manager, whose employment will commence in February, 2021and August, 2021 respectively.

In February, 2021 HPW will begin recruiting for the equivalent of 6.5 teachers, whose employment shall commence the last week of July. Since there is a critical shortage of teachers, especially in science and math, HPW may offer recruitment stipends for initial hires who are assigned to teach core academic subjects in which there exists a documented shortage of highly qualified teachers within a school or LEA, or to achieve the "equitable distribution of effective teachers". In addition, HPW policies nd

procedures will define the eligibility criteria for receipt of a recruitment stipend and outline how teacher effectiveness in "helping low-achieving students improve their academic achievement" will be measured. The eligibility criteria will include, but is not limited to, the following: (a) the teacher must be highly qualified for all core academic positions assigned to teach; (b) the teacher must be appropriately certified for all core academic positions assigned to teach; and (c) the teacher has a record of success in helping low-achieving students improve their academic achievement.

HPW recognizes that there are significant challenges associated with finding and developing a quality education team with a critical shortage of teachers in Arizona. HPW's response to this crisis is twofold: First, HPW will create a national campaign targeting teachers from states where there is a shortage in teaching positions but a sizable pool of applicants. Second, HPW will draw support from its two current schools in the process of developing teacher leadership and potential administrative candidates.

Also in February, 2021 HPW will recruit for a registrar whose employment shall commence, beginning the last week of July. HPW will place local and out-of-state employment advertisements in order to obtain a high quality education team.

HPW's Principal, in collaboration with the Office Manager, will interview staff and present qualified candidates. Qualified candidates will be hired based on a formalized interview process with an interview panel comprised of the Principal, the Executive Director, and the Office Manager. The process will include a review of a candidate's education, experience, references as well as meeting job requirements specific to each position. HPW will be compliant with all statutes relating to fingerprint clearance cards.

Pursuant to 15-183(C)(5), all instructional employees will maintain fingerprint clearance cards, and employment offers will be contingent upon receipt by the school of the offered candidate's fingerprint clearance card. HPW believes that exemplary student growth and academic achievement is heavily dependent on a quality of the education team. HPW understands that once the education team is selected, they must be developed and supported in order to promote excellence in teaching and academic programming to the benefit of HPW's learning community.

Highland Prep West's staffing plan begins with identified positions that provide administrative, instructional and support for the school and its students. HPW has an enrollment goal of 150 students in its first year, 300 students in its second year, and 450 students in year three. HPW anticipates reaching its peak capacity of 600 students in year four. The staffing plan will keep pace with these enrollment increases, maintaining a consistent ratio of teachers to students. The staffing plan based on the above projected enrollment for the first three years of operations is provided for each grade served in Attachment 5. Staffing Plan.

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G. Budget Form and Narrative – Total points possible: 5 points

A description of the eligible applicant's planned activities and expenditures of subgrant funds to support the activities of opening and preparing for the operation of new charter schools, or replicated high-quality charter schools, or expanding high-quality charter schools. If the applicant plans to open its school on August 1, 2020, Planning and Implementation expenditures must be identified as such in the Budget Narrative. If the applicant plans to open its school on August 1, 2020, all expenditures are Planning and need not be identified as such. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(V)*

AZ CSP funds will be used in conjunction with the following Federal programs administered by the U.S. Secretary of Education in compliance with the Elementary and Secondary Education Act (ESEA).

Title I provides financial assistance to Local Educational Agencies (LEAs) for the education of children of low-income families focusing on students who are failing, or more at risk of failing, to meet state academic standards.

Title II provides funding to ensure all teachers are qualified and effective through professional development as well as providing for school library resources, textbooks, and other instructional materials.

Title III provides funding for supplementary educational centers and services, such as the English Language Acquisition (ELA), Language Enhancement, and Academic Achievement Act to ensure who are limited English proficient attain English proficiency, develop high levels of academia in English as well as core coursework, and meet state academic standards.

Title IV provides funding for 21st Century Schools: Part A-Safe and Drug Free Schools and Communities supports programs that prevent violence in and around school; that prevent illegal use of alcohol, tobacco, and drug, coordinated with Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports academic achievement.

Title V provides funding to promote informed parental choice and innovative programs and support LEAs to reform efforts that consistent with statewide education reform efforts and implement promising educational reform programs and school improvement programs based on scientifically based research.

Title V also provides a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials, which allows LEAs to meet the educational needs of all students, including at-risk youth as well as development and implementation of education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

Individual with Disabilities Education Act (IDEA) Part B provides funding to supplement additional cost for students who receive special education and related services to ensure services are made available in schools to address their individual need and attain high levels of academia in all coursework and state academic standards.

Support Services 2100, 2200, 2600, 2700

6100 Salaries- $35,000.

Description: Full-time Planning Principal (February 2021-July 2021 - $35,000).

Rationale: Salary is comparable to salaries of principals at schools of similar size and demographics.

Alignment: The Planning Principal will develop school policies and procedures, implement a marketing plan, be involved in recruiting teachers, and develop and build community relations, create class schedule, develop yearly calendar, teacher, student and safety manuals, and participate in community outreach and enrolling activities to meet the goals of the school.

6200 Benefits- $5,000.

Description: Employee Insurance FICA, SUTA, 401k, and Worker's Compensation for Planning Principal (February 2021-July 2021 - $5,000).

Rationale: Benefits are also a school expense.

Alignment: Benefits package will be competitive to ensure recruitment and retention of highly qualified and motivated staff.

Support Services- Admin 2300, 2400, 2500, 2900

6100 Salaries- $100,000

Description: Full-time Planning Principal (August 2021-July 2022-$70,000). Full-time Office Manager (August 2021-July 2022-$30,000)

Rationale: Administrative salaries are comparable to salary of similar size and demographic charter school.

6500 Other Purchased Services - $60,400

Description: Logo and artwork design for printed materials $4,000; Website development and hosting $9,000; Business cards, letterhead and envelopes $2,000; Billboards and radio advertising $5,000; Enrollment Packets $1,000; Mailers including postage $32,400; Signs and banners $4,000; Brochures $2,000; Recruiting of teachers by leadership team including event registration fees and travel $1,000.

Rationale: The school must have an online and printed material presence to both recruit students and teachers and publicize the school. Estimates are based on going market rates for both developing and hosting and printed materials. Out-of-town recruitment is estimated based upon the cost of travel and other expenses including event registration cost for events at in state universities such as ASU, UA, and NAU.

Alignment: Highland Prep West will employ strong marketing and community outreach efforts to meet enrollment and school goals. Highland Prep West will employ a strong teaching staff to ensure attainment of student academic achievement and school goals.

6600 Supplies- $16,500

Description: General office supplies $9,000; Paper $1,000; Postage $1,000; 2 Laptops $3,000; 1 Printer $1,000, 2 cell phones $1,000; 1 Portable Projector $500.

Rationale: Marketing staff (leadership team) will be provided with adequate supplies.

Alignment: Highland Prep West will employ strong marketing and community outreach efforts to meet enrollment and school goals and must have the supplies and technology.

6800 Other Expenses- $2,500

Description: Memberships-Arizona Charter Schools Association (ACSA), American School Administrators Association (ASA), National Association for Secondary Schools Principals (NASSP).

Rationale: Organizations set the cost of membership fees this is the provided cost.

Alignment: Educational memberships ensure leadership is knowledgeable of upcoming educational events and current educational research and practices that employ strong efforts to meet the school goals.

LINE ITEMS DESCRIPTION			
Function Code	Object Code	Description	Budgeted Amount
Instruction 1000			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Support Services 2100, 2200, 2600, 2700			
Salaries	6100	Planning Principal	35,000.00
Employee Benefits	6200	Planning Principal	5,000.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Support Services - Admin 2300, 2400, 2500, 2900			
Salaries	6100	Planning Principal; Office Manager	100,000.00
Employee Benefits	6200	Planning Principal; Office Manager	15,000.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400	Start-Up Office	15,600.00
Other Purchased Services	6500	Marketing & Recruitment	60,400.00
Supplies	6600	Start-Up Office	16,500.00
Other Expenses	6800	Memberships	2,500.00
Operation of Non-Instructional Services 3000			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Capital Outlay			
Capital Assets	190		0.00

Appendix

Table A.

Academic Performance

Please see the charter holder's detailed information page to view the charter holder's financial and operational performance.

Madison Highland Prep

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	High School 9-12		High School 12-12		High School 9-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

Table B.

Operational Performance Dashboard

Click on any of the measures below to see more information.

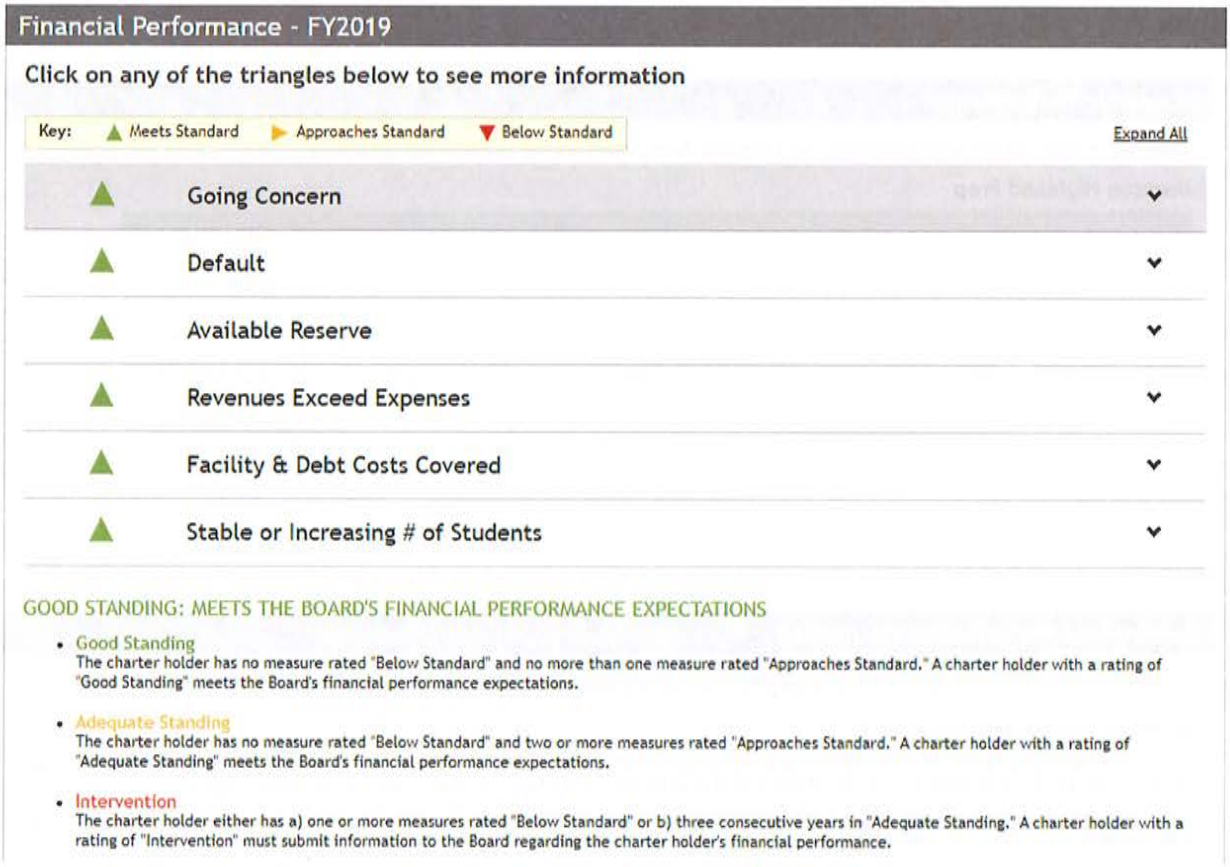
Effective July 1, 2017 and going forward:

An "*" means the noncompliance has been addressed under AAC R7-5-505(F), a complete corrective action plan has been received and implementation is required under AAC R7-5-510(C)(1), the charter holder is complying with the terms of an agreement with the Board, or no further action is required at this time.

A "**" means a corrective action plan has been assigned by another entity, the appeal window for action taken by another entity has not closed, appeal of an action taken by another entity is pending, or is an issue of noncompliance in which another entity oversees.

Measure	2017	2018	2019	2020	2021
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	Meets	Meets	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	Meets	Meets	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	Meets	Meets	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	Meets	Meets	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	Meets	Meets	--
2.d. Is the charter holder transparent in its operations?	Does Not Meet	Meets	Does Not Meet	Meets	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	Meets	Meets	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	Meets	Meets	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	Meets	Meets	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	Meets Operational Expectations	Meets Operational Expectations	Meets Operational Expectations	Meets Operational Expectations	--

Table C.



Financial Performance - FY2019

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard

Expand All

▲	Going Concern
▲	Default
▲	Available Reserve
▲	Revenues Exceed Expenses
▲	Facility & Debt Costs Covered
▲	Stable or Increasing # of Students

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

- Good Standing
  The charter holder has no measure rated "Below Standard" and no more than one measure rated "Approaches Standard." A charter holder with a rating of "Good Standing" meets the Board's financial performance expectations.
- Adequate Standing
  The charter holder has no measure rated "Below Standard" and two or more measures rated "Approaches Standard." A charter holder with a rating of "Adequate Standing" meets the Board's financial performance expectations.
- Intervention
  The charter holder either has a) one or more measures rated "Below Standard" or b) three consecutive years in "Adequate Standing." A charter holder with a rating of "Intervention" must submit information to the Board regarding the charter holder's financial performance.

Table D.

Academic Data Table-Past Schools

School Year	School	Free and Reduce Lunch (%)	AIMS Pass Rate (%) School/State Average		State Accountability	Growth Percentile		Awards
			Math	Reading	Label	Math	Reading	
2009-2010	South Ridge High School	79	68.7/58	80.2/66	Highly Performing	80	67	US News & World Report America's Best High School
2010-2011	South Ridge High School	80	50/47	79.2/79	Highly Performing	46	64	US News & World Report America's Best High School
2011-2012	South Ridge High School	85	65.9/47	95.1/72	'A'	68	74	US News & World Report America's Best High School
2012-2013	Imagine Prep Superstition	69	54/49.4	88/80.5	'A'	77	66.5	ADE High Performing Title I Reward School
2013-2014	Imagine Prep Superstition	69	66/61	92/79	'A'	80.5	61	ADE High Performing Title I Reward School US News & World Report America's Best High School

Table E.

Academic Data Table-Current School

School Year	School	Free and Reduce Lunch (%)	ELA School Benchmark Pass Rate (%) / Growth Percentile			Math School Benchmark Pass Rate (%) / Growth Percentile		
			School	FRL	Minority	School	FRL	Minority
2014-2015	Madison Highland Prep	61	65/79	55/78	56/81	63/88	52/85	58/86
2015-2016	Madison Highland Prep	54	62/94	54/80	60/79	57/83	54/78	64/91

Table F.

Economic Profile

ECONOMIC PROFILE								
Zip code	Population	Age Group 15-19	Title-I	Poverty Level	Labor Force	Income Per Capita	Median Household Income	Associates Degree or Higher
85009	52,520	5,457	95%	49.7%	41.2%	$10,259.00	$23,302.00	8.6%
85031	60,161	5,035	89%	41.0%	59.7%	$13,046.00	$27,336.00	13.8%
85033	53,037	5,180	90%	41.0%	60.5%	$11,116.00	$35,571.00	9.1%
85035	47,486	4,607	86%	34.6%	65.9%	$11,804.00	$34,636.00	10.6%
85301	60,161	5,035	90%	41.0%	59.7%	$13,046.00	$27,336.00	13.8%
85037	44,771	4,189	75%	18.7%	70.7%	$16,937.00	$50,224.00	19.2%
HPW	318,136	29,503	88%	41.7%	59.6%	$12,701.33	$33,067.50	12.5%
AZ	6,392,017	461,582	64%	17.7%	59.5%	$26,868.00	$51,340.00	36.4%
US	308,745,538	22,040,343	28%	15.1%	63.5%	$29,829.00	$55,322.00	38.5%

Table G.

Demographic Profile

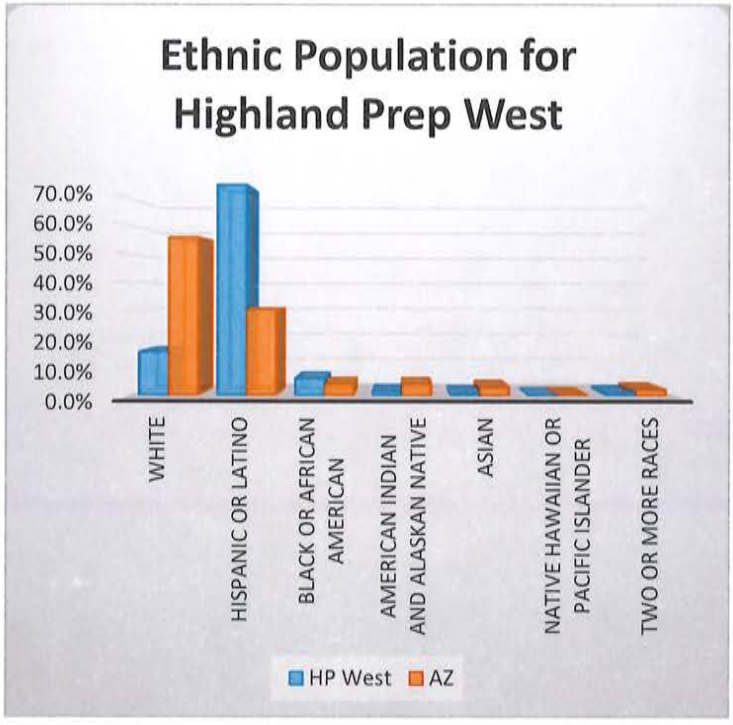


Table H.

High School Dropout Rates

High School Drop-Out Rates and Graduation Rates in HPW'S Proposed Territory					
School	**Students Enrolled**	**Letter Grade**	**Dropout Rate**	**Minority Dropout Rate**	**Graduation Rate**
Madison Highland Prep	**368**	A	*	*	*
Agua Fria High School	1830	B	2.36%	5.05%	90.59%
Copper Canyon High School	2334	C	2.11%	3.75%	89.00%
Estrella High School	271	B	27.48%	46.80%	30.30%
La Joya Community High School	2340	B	1.38%	2.18%	91.32%
Sierra Linda High School	1867	C	2.25%	7.07%	89.84%
Tolleson Union High School	2170	C	2.35%	4.89%	86.22%
Trevor G Browne High School	3099	C	3.07%	5.70%	82.85%
Western School of Science and Technology	552	B	0.00%	0.00%	92.45%
Westland School	245	D	2.07%	2.80%	78.26%
Westview High School	2388	C	2.28%	2.56%	89.66%
Highland Prep West's Proposed Territory Totals and Averages	**17,096**		**7.73%**	**8.08%**	**82.05%**

** Results for populations with fewer than 11 students or where all students score at the same performance level are masked to protect student identification, as required under the Family Educational Rights and Privacy Act (FERPA).*

Table I.

High School AzMERIT/AIMS Proficiency

Table 3: High School AzMERIT/AIMS Proficiency

High School AzMERIT/AIMS Proficiency Within HPW's Proposed Territory			
High School	**Math Pass Rate**	**ELA Pass Rate**	**Science Pass Rate**
Madison Highland Prep	**69%**	**64%**	**51%**
Agua Fria High School	36%	26%	15%
Copper Canyon High School	21%	23%	24%
Estrella High School	3%	6%	42%
La Joya Community High School	23%	17%	10%
Tolleson Union High School	23%	35%	18%
Trevor G Browne High School	18%	17%	17%
Sierra Linda High School	14%	16%	8%
Western School of Science and Technology	31%	30%	50%
Westland School	12%	19%	25%
Westview High School	34%	25%	18%
Highland Prep West Territory Totals and Averages	**22%**	**21%**	**23%**
State Average	**36%**	**31%**	**36%**

** Results for populations with fewer than 11 students or where all students score at the same performance level are masked to protect student identification, as required under the Family Educational Rights and Privacy Act (FERPA).*

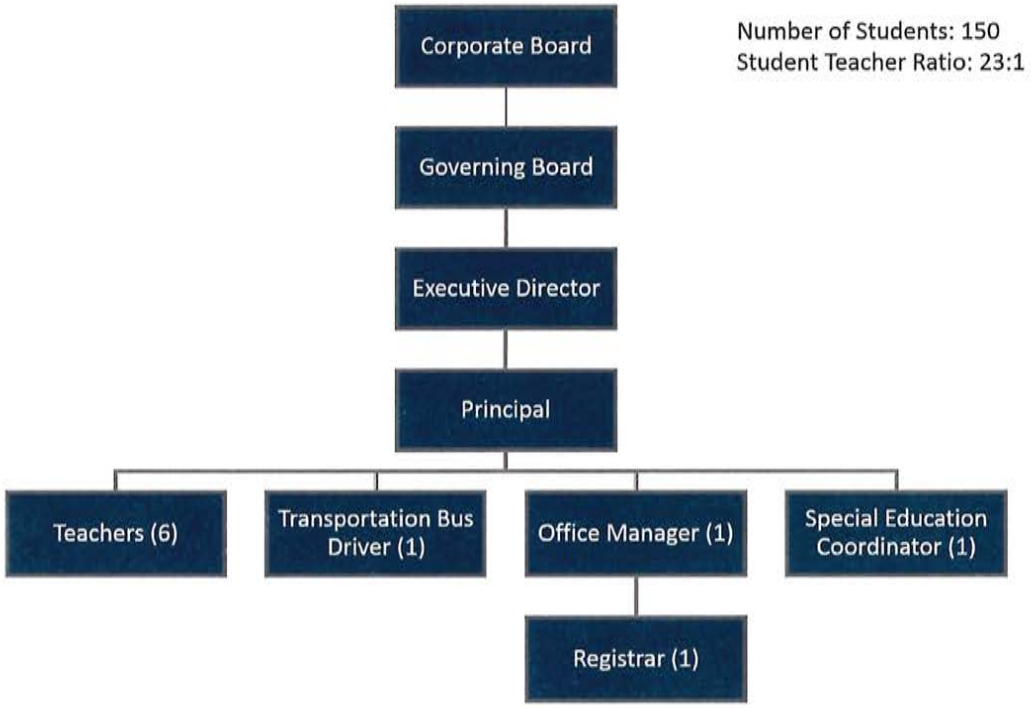
Table J.

Middle School AzMERIT/AIMS Proficiency

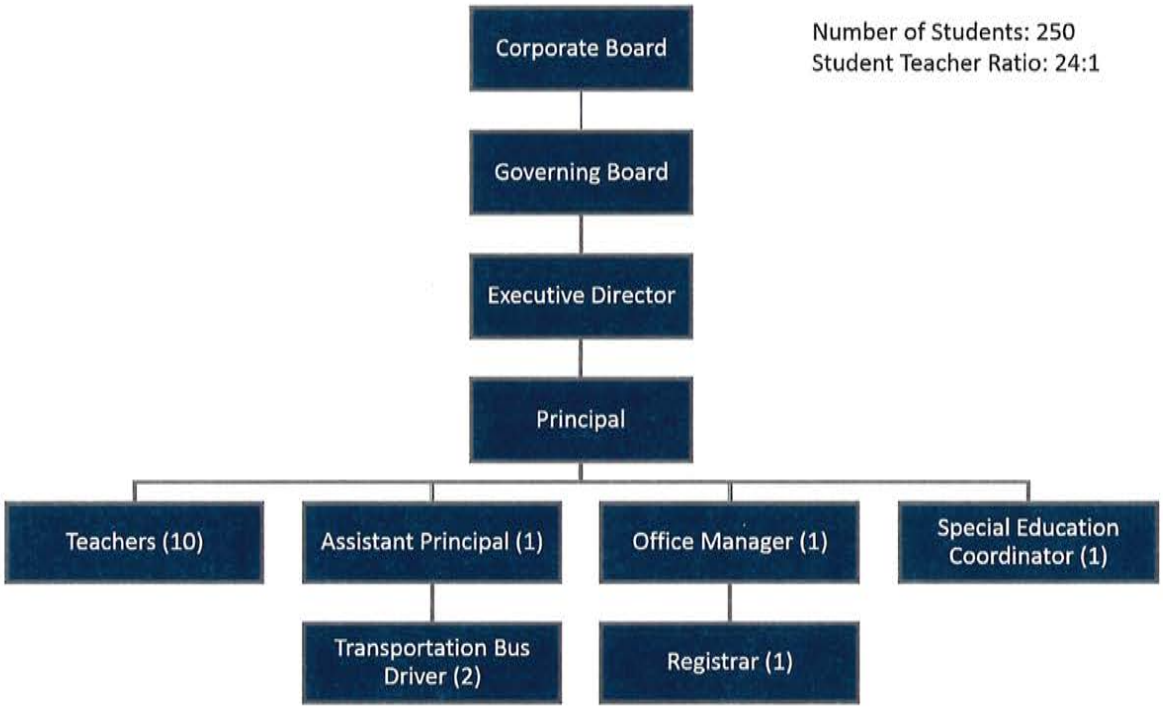
Middle School AzMERIT/AIMS Pass Rates Within Highland Prep - West's Proposed Territory				
Middle School Name	**A-F Rating**	**Math Pass Rate**	**ELA Pass Rate**	**Science Pass Rate**
Acclaim Academy	B	20%	32%	57%
Amberlea Elementary School	D	20%	26%	29%
Arizona Desert Elementary School	B	42%	31%	25%
Desert Oasis Elementary School	C	21%	24%	41%
Desert Sands Middle School	D	21%	23%	35%
Estrella Middle School	B	31%	28%	62%
Imagine Desert West	B	36%	34%	44%
Littleton Elementary School	C	16%	20%	34%
Marc T Atkinson Middle School	C	20%	20%	50%
Manual Pena Jr. School	B	33%	32%	44%
Pendergast Elementary School	C	25%	28%	37%
Pioneer Preparatory	C	29%	25%	33%
Porfirio H. Gonzales School	C	25%	32%	52%
Raul H Castro Middle School	C	15%	19%	41%
Santa Maria	B	29%	27%	44%
Highland Prep West Territory Totals and Averages		**26%**	**27%**	**42%**
State Averages		**38%**	**40%**	**59%**

Table K.

Organizational Chart (Operational Year One)



Organizational Chart (Operational Year Two)



Organizational Chart (Operational Year Three)

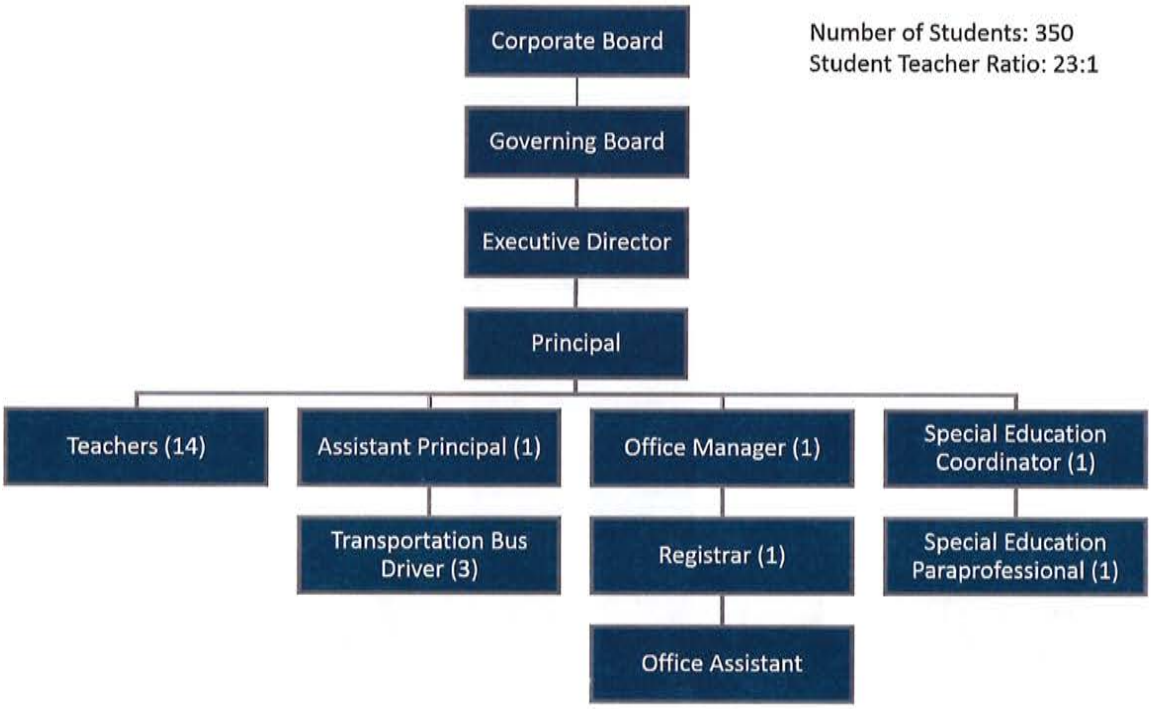


Table L.

School Management Additional Responsibilities

Instruction	Executive Director (Y1-Y3) • Ensures organizational viability. • Provides lead on external issues, works with Board, reports to/interfaces with Arizona State Board for Charter Schools, conducts fundraising, public relations, and oversees finance and operations. • Recruit and hire school positions • Observe and evaluate the performance of instructional staff with the assistance of the Principal and Assistant Principal • Oversee implementation of Professional Learning Community (PLCs). • Develop and implement school, teacher, and student schedules • Develop and implement academic schedules Principal (Y1-Y3) • Principal ensures that financial records are accurate and up-to-date and that programmatic guidelines for reporting and implementation are followed • Schedules student classes, and coordinates transportation and other support services • Lead staff development and administrative meetings • Manages student discipline and attendance, social and recreational programs, and health and safety • Provides counseling to students on personal, educational, and college and career planning • Lead teacher training and professional development • Oversee implementation of Professional Learning Community (PLCs) • Oversee general instruction to help develop and monitor the lessons scope and sequence • Monitors student Special Services

Curriculum and Assessment	Executive Director and Principal (Y1-Y3) • Lead in the process for selection and purchase of high-quality, aligned curricular materials aligned with STEM and AP curriculum • Oversee and manage disaggregation of school-wide academic data collection, analyze and report results, develop and report implementation of interventions to all stakeholders • Monitor individual class and school wide academic achievement • Lead data analysis meetings • Develop student Personalized Education Plans (PEP) Principal and Assistant Principal (Y1-Y3) • Oversee General, Special Education and English Language Learners curriculum development and implementation • Oversee development and implementation of district assessments • Serve as Test Coordinator overseeing mandatory assessments, including: AZELLA, Beginning of Course (BOC) and End of Course (EOC) assessments • Oversee academic intervention programs • Student-Teacher-Course Connection • AzM2 preparation and administration Office Manager (Y1-Y3) • Ensure all curriculum/assessment information is in the SAIS
Staff Development	Executive Director and Principal (Y1-Y3) • Plan new and returning staff and teacher training and professional development to: o Increase knowledge of high quality instruction for STEM and AP curriculum o Ensure compliance with school policies and procedures o Ensure compliance with all charter, state, and federal requirements including regulations and funding o Ensure compliance with English Language Learner (ELL) requirements to qualifying students in accordance with state and federal laws. • Plan new and returning staff and teacher training and professional development to ensure overall compliance with charter school increases knowledge of high quality instruction for STEM and AP curriculum Office Manager (Y1-Y3) • Plan new and returning staff and teacher training and professional development to ensure overall compliance with school office matters such as SAIS, Grade Book, technology, and payroll and benefits

Financial Management	Executive Director and Principal (Y1-Y3) • Manage recruitment and retention for all staff members, including salary, contracts, and employee benefit options with the assistance of administrative personnel as needed • Recruit, select, hire, monitor, and evaluate the Office Manager • Prepare annual budget with assistance from the Office Manager, which will be discussed and approved by the Governing Board • Collaborate and oversee long-term financial planning, including recommend budget with the Governing Board • Approve expenditures • Manage fundraising and grant writing efforts (i.e. AZ CSP, IDEA, all Title funding, e-rate funding, etc…) • Manage marketing plan and strategies for recruiting students • Manage facility acquisition, construction, and grounds maintenance Office Manager (Y1-Y3) • Create and maintain a high standard of financial oversight and management of annual budget regarding cash flow, expenditures, and revenues aligned with all types of grant and title funding • Ensure GAAP aligned with UFSRCS as well as federal, state, and local regulations. Training will be provided from a Certified Public Accountant. • Manage daily accounting of school including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources • Provided regular financial feedback and reports to the Executive Director, Principal and the Governing Board • Submit budget and Annual Financial Report and any required revisions or amendments • Prepare for and oversee annual audit and all other monitoring visits regarding financial or operational services

Contracted Services	Executive Director (Y1-Y3) • Hire, manage, and evaluate the performance of contracted services, including vendors and special education service providers (e.g. speech and language, occupational therapy, and physical therapy) with the assistance of administrative personnel • Enlist community partnerships to engage students in STEM and AP extra-curricular actives Principal (Y1-Y3) • Hire, manage, and evaluate the performance of contracted services, including legal, accounting, payroll services, and vendors, with the assistance of administrative personnel • Enlist community partnerships to engage students in STEM and AP extra-curricular actives Office Manager (Y1-Y3) • Coordinate contract and bids for copy service • Collaborate with the Student Accountability Information System (SAIS)
Personnel	Executive Director and Principal (Y1-Y3) • Recruit, select, and hire personnel with assistance from the Director of Curriculum • Manage and oversee all administrative, instructional, office, and student service personnel. • Create and provide evaluations of all staff members with the assistance from administrative personnel • Request and manage instructional substitutes with the assistance of administrative personnel Office Manager (Y1-Y3) • Maintain personnel files • Conduct background checks, verify current fingerprint clearance card status for all employees • Check compliance with e-verify, I-9, and other personnel policies • Manage and maintain employee benefits including health, retirement, and personal leave time • Monitor teacher Highly Effective status or certifications
Grants Management	Executive Director, Principal, and Office Manager (Y1-Y3) • Oversee, manage, and ensure all compliance requirements and regulations of school regarding Grants Management, including researching, writing, applying, and managing federal, state, city, and local grants. • Apply to grants following school guidelines • Manage disbursement and reporting of time and effort • Prepare all required reports, evaluations, and data to all agencies, funding sources, and departments • Provide written and verbal reports to the Governing Board members and at the board meetings as needed.

Student Accountability Information System (SAIS)	Executive Director, Principal, and Office Manager (Y1-Y3) • Manage the Student Accountability Information System (SAIS) Office Manager (Y1-Y3) • Train and oversee Registrar o to enter and maintain student records, immunization, attendance, and online grade reports o Review student records to ensure current information accuracy and completeness with state regulations and county office policies and guidelines o Assist in collecting and maintaining daily and weekly average attendance o Provide instructors, school districts and outside agencies with information regarding student enrollment; prepares a variety of records and reports regarding student enrollment; prepares records/paperwork for re-admission to former district.

Attachment 1

Resume for Kerry Clark

Kerry Patrick Neil Clark

Education:

- Ed.D. in Educational Leadership (2013) *Northern Arizona University*
- M.Ed. in Curriculum & Instruction (1998) *Arizona State University*
- B. A. in Political Science & History (1993) *University of Alberta*

Certifications:

- Superintendent (2012) *Northern Arizona University*

Employment History:

Madison Highland Prep & Highland Prep

- Principal (2013 – Present) & Executive Director (2017 – Present)

Imagine Schools

- Turn-around Principal, Imagine Prep Superstition (2012- 2013)
- Strategic Planning Consultant (2011-2012)

TLGA (1997-2011)

- Western Regional Vice President (2006-2011)
- Principal, South Ridge High School (2006-2011)
    - College preparatory start up
- Principal, Peoria Accelerated High School (2001-2006)
    - Turn around leader
- Assistant Principal, West Phoenix High School (2000-2001)
    - Curriculum & Discipline
- History Teacher, West Phoenix High School (1997-2000)
    - Department Chair

Maricopa County Regional Schools (1996-1997)

- History Teacher, West Valley High School (1996-1997)
- Second Grade Teacher, Thomas J. Pappas School for the Homeless (summer 1997)

Awards:

- 2010 *U.S. News & World Report* America's Best High Schools
- 2011 *U.S. News & World Report* America's Best High Schools
- 2012 *U.S. News & World Report* America's Best High Schools
- 2012 ADE 'A' School Label
- 2012 High Performance Reward School
- 2013 ADE 'A' School Label
- 2013 High Performance Reward School
- 2013 *U.S News & World Report America's Best High Schools*
- *2013 News Week Best High Schools*
- 2014 *U.S. News & World Report America's Best High Schools*
- 2017 *U.S. News & World Report America's Best High Schools*
- 2018 ADE 'A' School Report Card
- 2018 U.S. News & World Report *America's Best High Schools*
- 2019 U.S. News & World Report *America's Best High Schools*

- 2019 ADE 'A' School Report Card
- 2020 PLTW Distinguished School
- 2020 U.S. News & World Report *America's Best High Schools*

Consulting:

- AdvancED Quality Assurance Chair, (2008-2014)
    - Lead school review teams for purposes of accreditation and school improvement

Publications:

- Clark, K (2013). The Effects of Formative Assessment Instructional Growth on Student Academic Growth and Achievement. Northern Arizona University.
- Clark, K (2012). *Report of the quality assurance review team for East Valley Academy*. Mesa, AZ: AdvanceED.
- Clark, K (2011). *Report of the quality assurance review team for Northland Preparatory High School*. Flagstaff, AZ: AdvancED.
- Clark, K. (2010). *Report of the quality assurance review team for Cottonwood Middle School*. Cottonwood, AZ: AdvancED.
- Clark, K. (2009*). Report of the quality assurance review team for Maryvale High School*. Phoenix, AZ: AdvancED.
- Clark, K. (2008). *Report of the quality assurance review team for Adobe Mountain School*. Phoenix, AZ: AdvancED.
- Clark, K. (2008). *Report of the quality assurance review team for Chandler Preparatory Academy*. Phoenix, AZ: AdvancED.

Presentations:

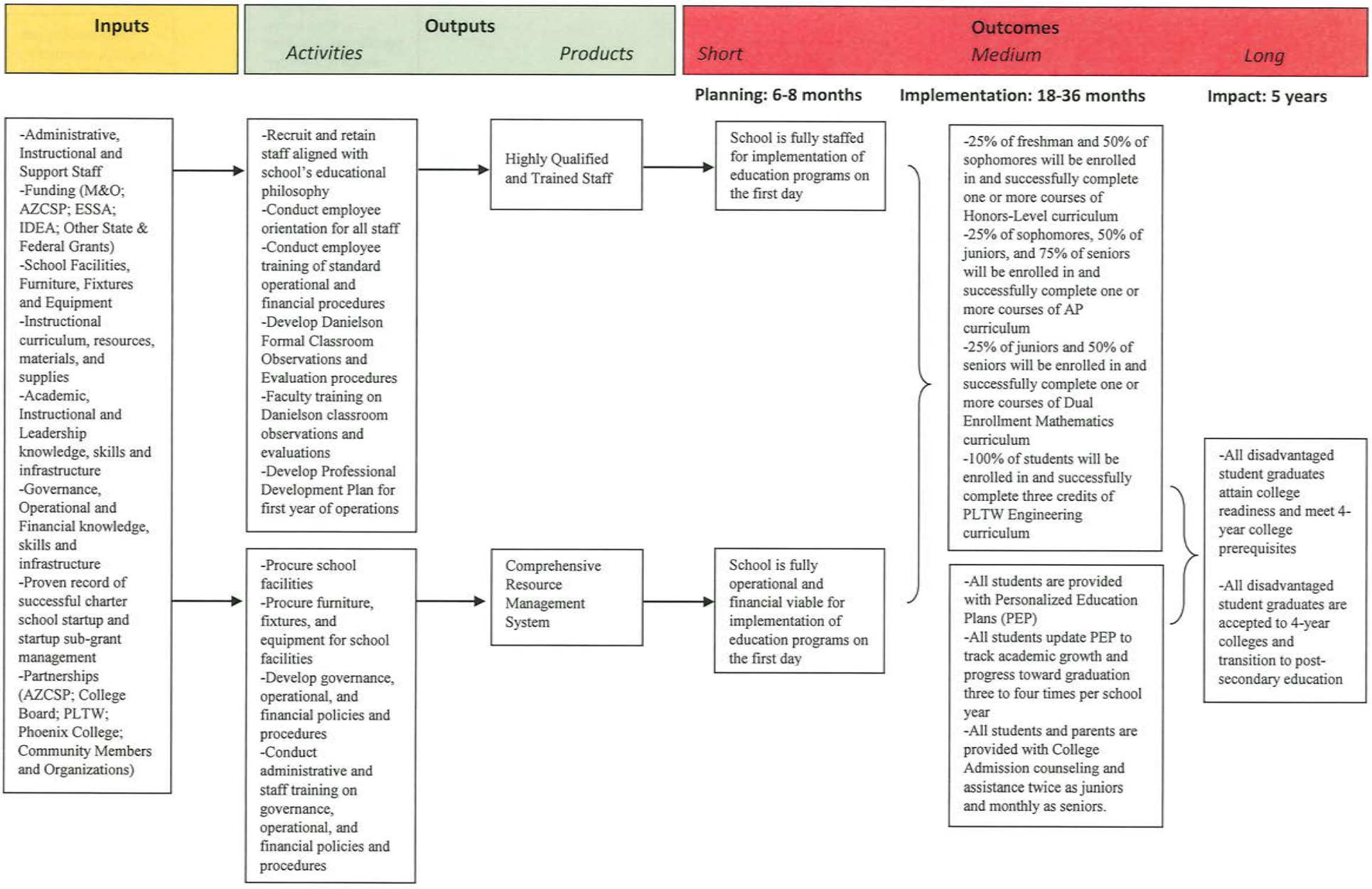
- Clark, K. (2013). International Youth Development Master's Institute: Exploring the Power of Kids at Hope in the High School Years Part 1: What are the Researchers Saying?
- Clark, K. (2011). *Access to excellence: Opening up the AP curriculum*. Arizona Department of Education Leading Change Conference, Tucson, Arizona.
- Clark, K. (2008). Data driven decisions: Personalized Education Plans for All Students. *Excellence by Design, Arizona Charter Schools Association 2008 Conference*, Carefree, Arizona.
- Clark, K. & Alvarez, A. (2008). Instructional leadership: The backbone of the job. New Leader Workshop, Leona Group District In-service, Goodyear, Arizona.
- Clark, K. (2007). Data-driven instruction and Personalized Education Plans in high school. Arizona State Board for Charter Schools, New School Start-Up Workshops, Phoenix, Arizona.
- Griller Clark, H., Mathur, S. R., & Clark, K. (2001). Charter schools are increasing the transition options for at-risk and delinquent youth. The 11th Annual National Conference on Educating Adjudicated, Incarcerated, and At-Risk Youth, Palm Springs, California.
- Griller Clark, H., Clark, K., & Schultz, B. (2000). Increasing transition options for at-risk and delinquent youth: Charter schools. 24th Annual Teacher Educators for Children with Behavioral Disorders National Conference, Scottsdale, Arizona.

Attachment 2

Logic Model

Arizona Charter Schools Program Logic Model

Project's Objectives: Objective 1. Students will increase their college and career readiness through participation in Science, Technology, Engineering, and Math (STEM); Advanced Placement (AP); and Dual Enrollment programming. Objective 2. Students will increase their academic growth and achievement through personalized education and high quality formative instruction and assessment.



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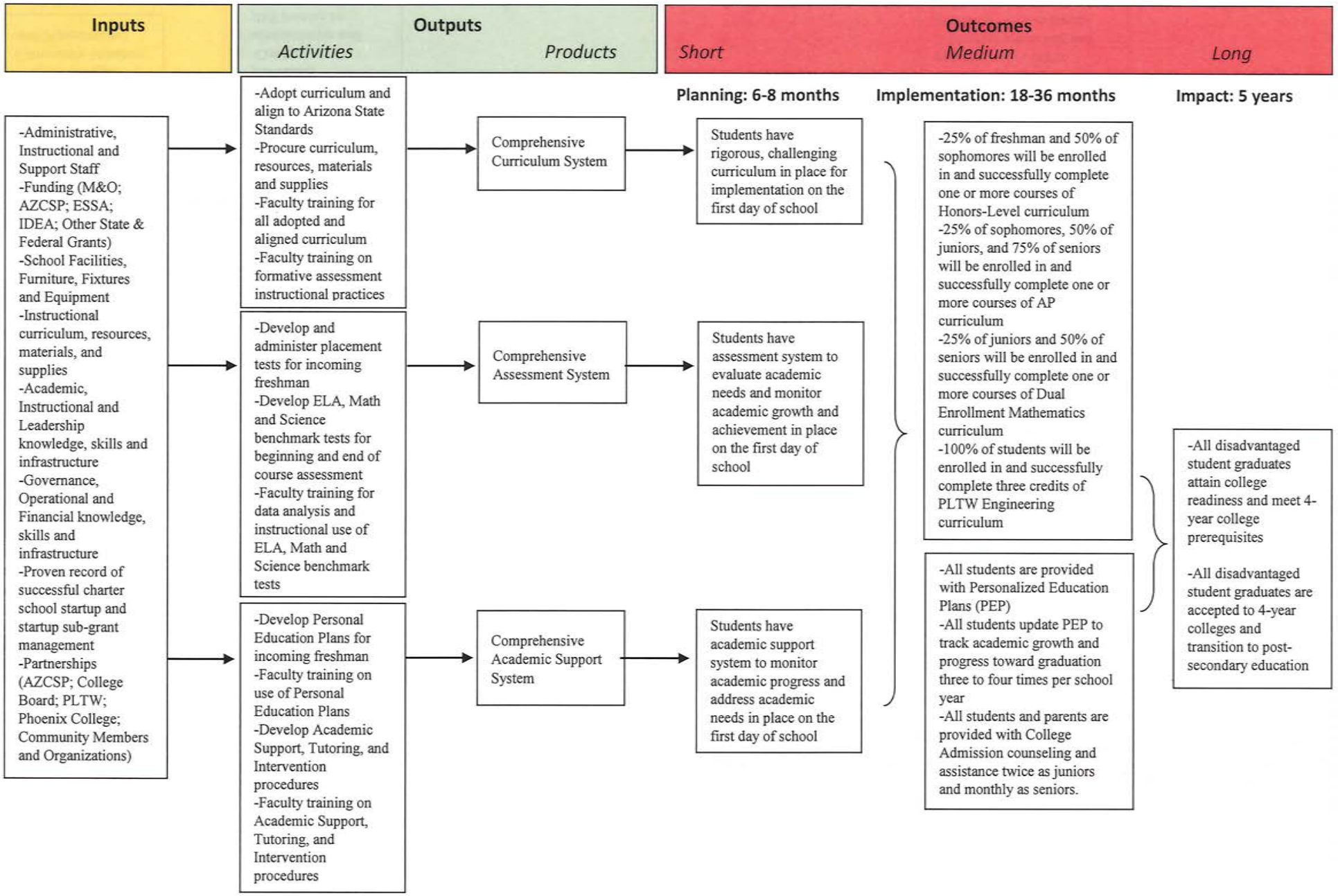

Arizona Charter Schools Program Logic Model

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Assumptions:

-Community need for a STEM College Preparatory High School
-Outcomes will be replicated from the two current schools with a disadvantaged student population of greater than 60%

External Factors:

-Locating an adequate physical space for the school
-Acquiring funds for startup operations
-Availability of highly qualified faculty and staff during educator shortage

Attachment 3

Academic Systems Plan

Academic Systems Plan Template

Applicant Name: Highland Prep West

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

	Baseline (current performance of target population)	**Predicted Target** (expected performance in Year 1)
Math	**26%**	**65%**
Reading	**23%**	**60%**

Narrative for setting baseline figures

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

Highland Prep West's baseline figures for Math and Reading, found in Section A.2, are predicated on an analysis of public high school comparison data retrieved from the Arizona Department of Education (ADE, 2017), in the proposed school's territory. Since Highland Prep West will begin its first year serving only freshmen, the predicted baseline for percent of students scoring proficient or highly proficient on state standardized assessments was calculated by using an average of the 8 high schools AzMERIT pass rates. As a result, the administrative team set a baseline level of 26% proficiency on state standardized assessments for Math and a baseline level of 23% proficiency on state standardized assessments for Reading (ADE, 2017). The predicted target (expected performance in Year 1) of students on state standardized assessments is 65% proficiency in Math and 60% proficiency in Reading.

AREA I: Elements of a Comprehensive Curriculum System

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Research various curriculum materials to determine alignment to Arizona's College and Career Readiness Reading and Mathematics standards, and pre-Advanced Placement (AP) preparation, as well as an appropriate match to HP's target population.	Principal and Executive Director	February 2021 and ongoing	The selection of curriculum materials for Spring Board is established for Reading and Mathematics with a high degree of Arizona's College and Career Readiness Standards alignment and Pre-AP preparation for the 9th and 10th grade. Spring Board College and Career Readiness Standards Alignment Analysis.

Process for Implementing Action Step
What: adoption of curriculum aligned to AZCCR Where: school site How: research by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
2. Adoption of curriculum materials alignment to Arizona's College and Career Readiness Reading and Mathematics standards, and pre-Advanced Placement (AP) preparation, as well as an appropriate match to HP's target population.	Principal, Executive Director, and Governing Board	February 2021 and ongoing	The selection of curriculum materials for Spring Board is established for Reading and Mathematics with a high degree of Arizona's College and Career Readiness Standards alignment and Pre-AP preparation for the 9th and 10th grade. Spring Board College and Career Readiness Standards Alignment Analysis.

Process for Implementing Action Step

What: adoption of curriculum aligned to AZCCR
Where: school site
How: selection by Principal and Executive Director; approval by Governing Board

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. Develop Staff Handbook that reflects Professional Development Plan for the 2021-22 school year.	Principal and Executive Director	February 2021 through April 2021	Completed Staff Handbook. Professional Development Plan containing 28 Professional Learning Community (PLC)/Instructional Planning days during the 2021-22 school year. Professional Development Calendar for 2021-22

Process for Implementing Action Step

What: implementation of curriculum
Where: school site
How: drafting, revising, editing and publishing by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
4. Align purchased ELA and Mathematics materials to curriculum map for each grade level.	Executive Director	March 2021 through June 2021	Completed ELA and Mathematics Curriculum Maps.

Process for Implementing Action Step

What: implementation of curriculum
Where: school site
How: drafting and publishing by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
5. Write job descriptions. Place ads and attend job fairs. Interview candidates. Hire Highly Qualified teachers who are aligned with the school's educational philosophy, demonstrate an understanding of appropriate state standards, and have an attitude of critical thinking, self-reflection, and commitment to life-long learning.	Principal and Executive Director	March 2021 through June 2021	Job descriptions approved by the Board. Ads placed. Recruitment Materials. Teacher Hiring Procedure approved by the Board, and in Board Minutes. Teachers have been hired for all positions – signed contracts on file for all hired staff. Highly Qualified Attestation Forms are sufficiently completed with all requirements for HQ.

Process for Implementing Action Step

What: implementation of curriculum
Where: school site, teacher job fairs, teacher job posting boards
How: drafting and publishing by Principal and Executive Director; attendance at job fairs by Principal and Executive Director; application evaluation, candidate interviewing, and selection of teachers by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
6. 3-day, summer Spring Board curriculum materials and resources training for English and Mathematics Teachers. English and Mathematics teachers will also review ELA and Mathematics Curriculum Maps using the map rubric/qualitative evaluation tool to check for completeness and adherence to Arizona's College and Career Readiness Reading and Mathematics standards.	Executive Director and English and Mathematics Teachers	July 2021	In-Service Agendas and Sign-in Sheets Professional Development Certificates. Curriculum maps Copies of completed evaluations by teachers on the alignment of curriculum maps.

Process for Implementing Action Step

What: implementation of curriculum; evaluation of curriculum
Where: school site
How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7. Send STEM teacher to two-week Introduction to Engineering Summer Institute for Project Lead the Way training. During teacher in-service week, STEM teacher begins to develop HP's STEM curriculum.	Executive Director and STEM Teacher	July 2021	Introduction to Engineering Teacher Certification Project Lead the Way (PLTW) Professional Development Certificate. Introduction to Engineering Course Syllabus, Project List and Timeline developed and submitted to Executive Director.

Process for Implementing Action Step

What: implementation of curriculum
Where: PLTW training site
How: training attended by STEM teacher; work product produced by STEM teacher

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
8. Summer Professional Development Week: English and Mathematics teachers will develop Arizona College and Career Readiness ELA and Mathematics instructional units, course syllabi and daily lesson plans. English and Mathematics teachers will receive special education and ELL requirements training.	Executive Director, English and Mathematics Teachers, and Principal	July 2021	In-Service Agendas and Sign-in Sheets Professional Development Certificates. Course syllabi. Instructional Units. Instructional Review Form. Daily Lesson Plans. Daily Lesson Plan Review Form.

Process for Implementing Action Step

What: implementation of curriculum; evaluation of curriculum
Where: school site
How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
9. English and Mathematics teachers will identify priority-reading and priority-mathematics standards, strands and key vocabulary for each course ensuring consistency in what is taught through PLCs.	Executive Director and English and Mathematics Teachers	August 2021	English and Mathematics teachers will develop vocabulary lists for students. Reading and Mathematics Vocabulary Posters. Reading and Mathematics workshops - scheduled around priority standards and concepts.

Process for Implementing Action Step

What: implementation of curriculum
Where: school site
How: work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
10. Provide the education team with Arizona's College and Career Readiness ELA and Mathematics Standards, and have each non-ELA and Mathematics teacher identify the Literacy Strands that will be integrated within their content areas: Science, Social Studies, STEM, Fine Arts, Physical Education, and Electives.	Executive Director, Teachers, and Principal	August 2021	Instructional Units. Instructional Review Form. Course syllabi. Daily Lesson Plans. Daily Lesson Plan Review Form. Revised Daily Lesson Plans with Literacy Strands identified.

Process for Implementing Action Step

What: implementation of curriculum
Where: school site
How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
11. Teachers will use Professional Learning Community (PLC) instructional planning days to develop their Arizona College and Career Readiness Standards based curriculum. HP teachers will use 1 hour for PLC and 1 hour for instructional planning. Teachers will also examine disaggregated student data to evaluate and revise implementation of ELA and Mathematics curriculum and level of success of student populations with ELA and Mathematics curriculum.	Executive Director, Teachers, and Principal	28 days throughout the 2021-22 school year, and in subsequent years	PLC Agendas and Sign-in Sheets. Curriculum Maps. Daily Lesson Plans with embedded Formative Assessment. Student Achievement Assessment instruments. Student Achievement Assessment Data.

Process for Implementing Action Step

What: implementation of curriculum; evaluation of curriculum; revision of curriculum; adaption to address curriculum needs of subgroup populations
Where: school site
How: PLC's facilitated by Executive Director, PLC's attended by Teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
12. School Calendar will include teacher planning time built into the day, four-days-per-week with Wednesdays reserved for PLC's. Teachers will develop, evaluate, and revise lesson plans that incorporate embedded formative assessment during their daily planning period. They will be provided feedback by the Principal and Executive Director.	Principal, Executive Director, and Teachers	4 days per week and ongoing throughout the year	School Calendar as approved by the Board. Curriculum Maps. Daily Lesson Plans with embedded Formative Assessment. Daily Lesson Plan Review Form. Daily Lesson Plan Feedback Review Form.

Process for Implementing Action Step

What: implementation of curriculum, evaluation of curriculum; revision of curriculum
Where: school site
How: Teachers develop lesson plans; Principal and Executive Director provide feedback on lesson plans; Teachers revise lesson plans based on feedback

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
13. Weekly review of teacher's daily lesson plans (DLP) to ensure accurate implementation of Arizona's College and Career Readiness Reading and Mathematics standards.	Principal, Executive Director, and Teachers	Weekly	Daily Lesson Plans with embedded Formative Assessment. Daily Lesson Plan Feedback Review Form.

Process for Implementing Action Step

What: evaluation of curriculum; revision of curriculum
Where: school site
How: Principal and Executive Director provide feedback on lesson plans; Teachers revise lesson plans based on feedback

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
14. The Principal and Executive Director will be highly visible in classrooms ensuring high quality instruction and accurate implementation of the Arizona College and Career Readiness Reading and Mathematics standards. Classroom observations made daily to verify lesson objectives are posted and that curriculum is aligned and implemented with fidelity to the Arizona College and Career Readiness Reading and Mathematics standards.	Principal and Executive Director	Daily	Objectives posted in every classroom. Classroom Teacher Snap-Shot Form.

Process for Implementing Action Step

What: evaluation of curriculum
Where: school site
How: Principal and Executive Director provide feedback on instruction of lessons

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
15. English and mathematics teachers will participate in professional development training for implementation of interventions in reading and mathematics.	English and Mathematics Teachers; Executive Director	October 2021 and ongoing	Professional Development Certificates

Process for Implementing Action Step

What: implementation of curriculum; adaption to address curriculum needs of subgroup populations
Where: Professional Development sites
How: training attended by Teachers; training determined by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
16. Strand analysis of school's Course Benchmark Tests and AzMERIT Tests data to determine specific Reading and Mathematics instructional priorities targeted for additional instructional emphasis in all content areas throughout the 2021-22 school year. Revise ELA and Mathematics curriculum maps and daily lesson plans commensurate with established high priority areas.	Principal, Executive Director, and Teachers	August 2021 and ongoing throughout the school year	Staff Meeting Agendas. Student Achievement Assessment instruments. Student Achievement Assessment Data. Revised Curriculum Maps. Revised daily Lesson Plans with embedded formative assessment

Process for Implementing Action Step

What: evaluation of curriculum; revision of curriculum; adaption to address curriculum needs of subgroup populations
Where: school site
How: assessment instruments and data for analysis prepared and reviewed by Principal and Executive Director; data meetings conducted by Principal and Executive Director; data meetings attended by Teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
17. Submit End of Year Report to Governing Board Members for progress towards goals stated in Academic Systems Plan.	Principal, Executive Director, and Governing Board	Annually	Student Achievement Assessment instruments. Student Achievement Assessment Data. Student Achievement Assessment Report.

Process for Implementing Action Step

What: evaluation of curriculum; adaption to address curriculum needs of subgroup populations
Where: governing board
How: report prepared by Principal and Executive Director; meeting attended by Board

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
18. Update Academic Systems Plan to include recommendations from governing board.	Principal and Executive Director	Annually	Academic Systems Plan.

Process for Implementing Action Step

What: evaluation of curriculum; revision of curriculum; adaption to address curriculum needs of subgroup populations
Where: school site
How: plan revised by Principal and Executive Director

AREA II: Elements of a Comprehensive Assessment System

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop 9th Grade Placement Tests for Reading and Mathematics to assess student proficiency of incoming 9th grade students.	Executive Director	February 2021	9th Grade Placement Test for Reading. 9th Grade Placement Test for Math.

Process for Implementing Action Step

What: data collection from multiple assessments
Where: school site
How: drafting, revising, editing and publishing by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
2. Administer 9th Grade Placement Tests. Strand analysis of data from 9th Grade Placement Tests in Reading and Mathematics to assess student proficiency and provide appropriate placement of incoming freshman in English and Mathematics courses.	Executive Director	March 2021 and ongoing through the enrollment period each year	9th Grade Placement Test Results for Reading. 9th Grade Placement Test Results for Math.

Process for Implementing Action Step

What: data collection from multiple assessments; data collection and analysis for comparisons of student growth and proficiency from year to year
Where: school site
How: administration and analysis performed by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. Develop benchmark tests for ELA, Mathematics, and Science courses aligned with curriculum to assess student proficiency and growth in each course.	Executive Director	March 2021	Benchmark tests for English 1-2, English 3-4, English 5-6, and English 7-8. Benchmark tests for Algebra 1, Geometry, and Algebra 2. Benchmark tests for Chemistry 1-2, Biology 1-2, and Physics 1-2.

Process for Implementing Action Step

What: data collection from multiple assessments
Where: school site
How: drafting, revising, editing and publishing by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
4. Summer Professional Development Week: English and Mathematics teachers will develop formative and summative assessments aligned with Arizona College and Career Readiness ELA and Mathematics standards and school's curriculum maps for ELA and Mathematics courses.	Executive Director, English and Mathematics Teachers, and Principal	July 2021	In-Service Agendas and Sign-in Sheets Professional Development Certificates. Curriculum Maps. Daily Lesson Plans with documented summative and formative assessments. Summative Assessments for ELA and Mathematics.

Process for Implementing Action Step

What: data collection from multiple assessments
Where: school site
How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
5. Administer benchmark tests in English, Mathematics, and Science. Strand analysis of data from Benchmark Tests in Reading, Mathematics, and Science to assess student proficiency and growth by subject area and subgroup populations in English and Mathematics courses.	English, Mathematics, and Science Teachers and Executive Director	Twice Quarterly	Benchmark Test Results for English 1-2, English 3-4, English 5-6, and English 7-8. Benchmark Test Results for Algebra 1, Geometry, and Algebra 2. Benchmark Test Results for Chemistry 1-2, Biology 1-2, and Physics 1-2.

Process for Implementing Action Step

What: data collection from multiple assessments; data collection and analysis that will allow comparisons of student growth and proficiency from year to year
Where: school site
How: administration performed by Teachers; analysis performed by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
6. Teachers will use Professional Learning Community (PLC) instructional planning days to examine disaggregated student data from Benchmark tests, evaluate ELA and Mathematics curricular effectiveness, revise Reading and Mathematics instructional strategies, and assess the level of success of student populations in Reading and Mathematics.	Executive Director, Teachers, and Principal	28 days throughout the 2021-22 school year, and in subsequent years	Benchmark Test Data Sets for English 1-2, English 3-4, English 5-6, and English 7-8. Benchmark Test Data Sets for Algebra 1, Geometry, and Algebra 2. Benchmark Test Data Sets for Chemistry 1-2, Biology 1-2, and Physics 1-2. Revised Daily Lesson Plans for instructional priorities in Reading and Mathematics.

Process for Implementing Action Step

What: analysis of assessment data; adaption to address assessment needs of subgroup populations; data collection and analysis for comparisons of student growth and proficiency from year to year
Where: school site
How: PLC's facilitated by Executive Director, PLC's attended by Teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7. Each student will be guided in the development of their own Personal Education Plan (PEP) by their grade-level Faculty Advisors. Students will be expected to retain a copy of their PEP and the document will be used for setting goals, recording academic results and interventions, and planning for college and career.	Faculty Advisors and Executive Director	August, October, January, and May	Individual PEPs given to students and copies provided to Faculty Advisors and Executive Director.

Process for Implementing Action Step
What: adaption to address assessment needs of subgroup populations; data collection and analysis for comparisons of student growth and proficiency from year to year Where: school site How: PEP meetings will be conducted by Faculty Advisors and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
8. Formative Assessment based instruction will be conducted in every classroom each and every day. Students will be assessed on a minute-by-minute basis during instruction, where immediate assistance will be provided through the school's formative assessment instructional practices. (If deeper remediation is required, after school remediation will be prescribed by the teacher for the same day or as quickly as possible).	Teachers	Daily	Daily lesson Plans with embedded Formative Assessment. Lesson Plan Review Form Snap-shot Form

Process for Implementing Action Step
What: data collection from multiple assessments Where: school site How: formative assessment based instruction and remediation provided by teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
9. Teachers report weekly grades and submit weekly student intervention logs. Grade-level Faculty Advisors review weekly grades and logs and prepare grade check reports to identify and assign students for remediation. Executive Director and Principal meet with students individually, as necessary, to ensure participation and success in assigned remediation.	Teachers, Faculty Advisors, Executive Director, and Principal	Weekly	Schoolmaster grading software and database. Grade Check Reports. Student Intervention Logs. Tutoring Contracts. Administrator/Student Tutoring Contract Meeting Form.

Process for Implementing Action Step

What: data collection from multiple assessments; adaption to address assessment needs of subgroup populations
Where: school site
How: Grades and logs submitted by Teachers; Grade check reports and tutoring contracts prepared and distributed to students by Faculty Advisors; Tutoring support provided by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
10. After School Tutoring Program: Students will be assigned tutoring for up to 4-days per week to provide identified remediation in reading and mathematics in an individualized or small group setting.	Teachers, Executive Director	4-days per week throughout year	Grade Check Reports. Tutoring Contracts. Student Intervention Logs.

Process for Implementing Action Step

What: adaption to address assessment needs of subgroup populations
Where: school site
How: tutoring provided at pre-assigned times by Teachers; teacher support provided by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
11. Midterm and final grades submitted by teachers, reviewed by Executive Director, and released to students and their parents/guardians. Teachers will use Professional Learning Community (PLC) instructional planning days to review midterm and final grades for students that are failing classes and determine the appropriate interventions for next grading period.	Teachers, Executive Director, and Principal	Twice Quarterly	Schoolmaster grading software and database. Midterm/Final Grade Reports. Tutoring Contracts. Student Intervention Logs.

Process for Implementing Action Step

What: data collection from multiple assessments; analysis of assessment data; adaption to address assessment needs of subgroup populations; data collection and analysis for comparisons of student growth and proficiency from year to year
Where: school site
How: grades submitted by teachers; grades reviewed and released by Executive Director; interventions produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
12. Administer AzMERIT Tests in English and Mathematics. Strand analysis of data from AzMERIT Tests in ELA and Mathematics to assess student proficiency and growth by subject area and subgroup populations in English and Mathematics courses.	Teachers and Executive Director	Twice Annually	AzMERIT Test Results for ELA 9, ELA 10, and ELA 11. AzMERIT Test Results for Algebra 1, Geometry, and Algebra 2.

Process for Implementing Action Step
What: data collection from multiple assessments; data collection and analysis that will allow comparisons of student growth and proficiency from year to year Where: school site How: administration performed by Teachers; analysis performed by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
13. Teachers will use Professional Learning Community (PLC) instructional planning days to examine disaggregated student data from AzMERIT Tests, evaluate ELA and Mathematics curricular effectiveness, revise Reading and Mathematics instructional strategies, and assess the level of success of student populations in Reading and Mathematics.	Executive Director, Teachers, and Principal	Twice Annually	AzMERIT Test Data Sets for ELA 9, ELA 10, and ELA 11. AzMERIT Test Data Sets for Algebra 1, Geometry, and Algebra 2.

Process for Implementing Action Step
What: analysis of assessment data; adaption to address assessment needs of subgroup populations; data collection and analysis for comparisons of student growth and proficiency from year to year Where: school site How: PLC's facilitated by Executive Director, PLC's attended by Teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
14. School Governing Board reviews progress towards goals stated in Academic Systems Plan.	Governing Board, Principal, and Executive Director	Quarterly	Quarterly Academic Systems Plan Report. Governing Board Meeting Agenda. Governing Board Meeting Minutes.

Process for Implementing Action Step
What: analysis of assessment data Where: governing board How: report prepared by Principal and Executive Director; meeting attended by Board

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
15. Submit End of Year Report to Governing Board Members for progress towards goals stated in Academic Systems Plan.	Governing Board, Principal, and Executive Director	Annually	Annual Academic Systems Plan Report. Governing Board Meeting Agenda. Governing Board Meeting Minutes.

Process for Implementing Action Step

What: analysis of assessment data
Where: governing board
How: report prepared by Principal and Executive Director; meeting attended by Board

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
16. Update Academic Systems Plan to include recommendations from governing board.	Principal and Executive Director	Annually	Academic Systems Plan.

Process for Implementing Action Step

What: analysis of assessment data
Where: school site
How: plan revised by Principal and Executive Director

AREA III: Monitoring Instruction

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop a Formal Evaluation Instrument for Classroom Teachers based on the Charlotte Danielson's Framework for Teaching Model. Develop a Formal Evaluation Instrument for Principals and Executive Directors.	Principal and Executive Director	February 2021 through April 2021	Classroom Teacher Evaluation Instrument. Administrator Evaluation Instrument.

Process for Implementing Action Step
What: evaluating instructional practices; providing analysis and feedback to further instructional quality and standards integration Where: school site How: drafting, revising, editing and publishing by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
2. Train teachers on Charlotte Danielson's Framework for Teaching Model.	Principal, Executive Director, and Teachers	September 2021	Professional Development Plan In-Service Agenda and Sign-in Sheets Professional Development Certificates

Process for Implementing Action Step
What: evaluating instructional practices; providing analysis and feedback to further instructional quality and standards integration Where: school site How: training provided by Principal and Executive Director; training attended by Teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. English and Mathematics teachers will identify priority-reading and priority-mathematics standards, strands and key vocabulary for each course ensuring consistency in what is taught through PLCs.	Executive Director and English and Mathematics Teachers	August 2021	English and Mathematics teachers will develop vocabulary lists for students. Reading and Mathematics Vocabulary Posters. Reading and Mathematics workshops - scheduled around priority standards and concepts.

Process for Implementing Action Step
What: monitoring the integration of AZCCR Where: school site How: work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
4. Provide the education team with Arizona's College and Career Readiness ELA and Mathematics Standards, and have each non-ELA and Mathematics teacher identify the Literacy Strands that will be integrated within their content areas: Science, Social Studies, STEM, Fine Arts, Physical Education, and Electives.	Executive Director, Teachers, and Principal	August 2021	Instructional Units. Instructional Review Form. Course syllabi. Daily Lesson Plans. Daily Lesson Plan Review Form. Revised Daily Lesson Plans with Literacy Strands identified.

Process for Implementing Action Step

What: monitoring the integration of AZCCR
Where: school site
How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
5. Executive Director will integrate combine teacher work on priority standards, concepts and key vocabulary to ensure consistency in what is taught across the curriculum and will communicate integrate learning strategies through PLCs.	Executive Director and Teachers	August 2021 and ongoing through the year	Cross-curricular plans for reading standards integration Cross-curricular workshops for reading standards integration implementations

Process for Implementing Action Step

What: monitoring the integration of AZCCR; providing analysis and feedback to further instructional quality and standards integration
Where: school site
How: plans prepared by Executive Director; workshops provided by Executive Director; workshops attended by Teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
6. Formative assessment based instruction will be conducted in every classroom each and every day. Students will be assessed on a minute-by-minute basis during instruction, where immediate assistance will be provided through the school's formative assessment instructional practices. Principal and Executive Director will provide analysis and feedback of formative assessment practice through Teacher Classroom Snap-Shots	Teachers, Principal, and Executive Director	Daily	Daily Lesson Plans embedded with Formative Assessment. Teacher Classroom Snap-Shot Form

Process for Implementing Action Step

What: evaluating instructional practices targeted to the needs of subgroup populations; providing analysis and feedback to further instructional quality and standards integration
Where: school site
How: formative assessment based instruction conducted by Teachers; analysis and feedback provided by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7. The Principal and Executive Director will be highly visible in classrooms ensuring high quality instruction and accurate implementation of the Arizona College and Career Readiness Reading and Mathematics standards. Classroom observations made daily to verify lesson objectives are posted and that curriculum is aligned and implemented with fidelity to the Arizona College and Career Readiness Reading and Mathematics standards.	Principal and Executive Director	Daily	Objectives posted in every classroom. Classroom Teacher Snap-Shot Form.

Process for Implementing Action Step

What: evaluating instructional practices targeted to the needs of subgroup populations; providing analysis and feedback to further instructional quality and standards integration
Where: school site
How: feedback on instruction of lessons provided by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
8. Weekly review of daily lesson plans and instructional units to ensure accurate implementation of Arizona's Common Core ELA Standards for Reading and Mathematics as well as other required lesson plan components. (HP's lesson plan format is a hybridization of Madeline Hunter's EEI with Bloom's Taxonomy, embedded Formative Assessment, and Gardner's Multiple Intelligences.)	Executive Director and Principal	Weekly	Daily Lesson Plans Daily Lesson Plan Review Form Instructional Units Instructional Unit Review Form Daily Lesson Plan Feedback Review Form

Process for Implementing Action Step

What: monitoring the integration of AZCCR; providing analysis and feedback to further instructional quality and standards integration
Where: school site
How: daily lesson plans posted weekly by Teachers; daily lesson plans reviewed weekly by Executive Director and Principal; daily lesson plan feedback provided as needed by Executive Director and Principal.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
9. Formal evaluations of classroom teachers based on the daily observations, daily lesson plan feedback, teacher classroom snap-shots, and compliance with school academic and professional policies as detailed in the Staff Handbook.	Principal and Executive Director	Twice Annually (November and April)	Staff Handbook Daily Lesson Plan Feedback Review Forms Teacher Classroom Snap Shot Forms Classroom Teacher Evaluation Instrument.

Process for Implementing Action Step
What: evaluating instructional practices; providing analysis and feedback to further instructional quality and standards integration Where: school site How: evaluation performed by Principal or Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
10. Formal evaluations of administrators based on performance and compliance with school academic and professional policies as detailed in the Staff Handbook.	Governing Board	Annually (May)	Staff Handbook

Process for Implementing Action Step
What: evaluating instructional practices; providing analysis and feedback to further instructional quality and standards integration Where: governing board How: evaluation performed by governing board

AREA IV: Professional Development

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop rubric of staff learning needs to identify professional development priorities for the 2021-22 school year.	Principal and Executive Director	February 2021 through April 2021	Completed Staff Handbook. Professional Development Plan containing 28 Professional Learning Community (PLC)/Instructional Planning days during the 2021-22 school year. Professional Development Calendar for 2021-22

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance
Where: school site
How: drafting, revising, editing and publishing by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
2. Develop Staff Handbook that reflects Professional Development Plan for the 2021-22 school year.	Principal and Executive Director	February 2021 through April 2021	Completed Staff Handbook. Professional Development Plan containing 28 Professional Learning Community (PLC)/Instructional Planning days during the 2021-22 school year. Professional Development Calendar for 2021-22

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance
Where: school site
How: drafting, revising, editing and publishing by Principal and Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. 3-day, summer Spring Board curriculum materials and resources training for English and Mathematics Teachers. English and Mathematics teachers will also review ELA and Mathematics Curriculum Maps using the map rubric/qualitative evaluation tool to check for completeness and adherence to Arizona's College and Career Readiness Reading and Mathematics standards.	Executive Director and English and Mathematics Teachers	July 2021	Professional Development Plan In-Service Agendas and Sign-in Sheets Professional Development Certificates. Curriculum maps Copies of completed evaluations by teachers on the alignment of curriculum maps.

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance
Where: school site
How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
4. Summer Professional Development Week: English and Mathematics teachers will develop Arizona College and Career Readiness ELA and Mathematics instructional units, course syllabi and daily lesson plans. English and Mathematics teachers will receive special education and ELL requirements training.	Executive Director, English and Mathematics Teachers, and Principal	July 2021	Professional Development Plan In-Service Agendas and Sign-in Sheets Professional Development Certificates. Course syllabi. Instructional Units. Instructional Review Form. Daily Lesson Plans. Daily Lesson Plan Review Form.

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance; professional development that supports teachers of subgroup populations
Where: school site
How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
5. Teacher Pre-Service Week: Teachers will be provided training on the academic framework of the school, professional learning communities, trans-formative assessment, and personalized education plans.	Principal, Executive Director, and Teachers	August 2021	Professional Development Plan In-Service Agendas and Sign-in Sheets Faculty Professional Development Handbook

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance
Where: school site
How: training provided by Principal and Executive Director; training attended by Teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
6. School Calendar will include teacher planning time built into the day, four-days-per-week with Wednesdays reserved for PLC's. Teachers will develop, evaluate, and revise lesson plans that incorporate embedded formative assessment during their daily planning period. They will be provided feedback by the Principal and Executive Director.	Principal, Executive Director, and Teachers	4 days per week and ongoing throughout the year	School Calendar as approved by the Board. Curriculum Maps. Daily Lesson Plans with embedded Formative Assessment. Daily Lesson Plan Review Form. Daily Lesson Plan Feedback Review Form.

Process for Implementing Action Step

What: supporting high quality implementation of learning strategies; providing monitoring and follow-up to support and develop implementation of learning strategies
Where: school site
How: Teachers develop lesson plans; Principal and Executive Director provide feedback on lesson plans; Teachers revise lesson plans based on feedback

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7. Teachers will be divided into Professional Learning Communities (PLC) based on content areas and will use PLC instructional planning days to work collaboratively towards the effective implementation of specific instructional strategies learned in professional development. School calendar will include 1 hour for PLC and 1 hour for instructional planning.	Executive Director, Teachers, and Principal	28 days throughout the 2021-22 school year, and in subsequent years	Professional Development Plan School Calendar as approved by the Board. PLC Agendas and Sign-in Sheets Curriculum Maps. Daily Lesson Plans with embedded Formative Assessment. Daily Lesson Plan Review Form. Daily Lesson Plan Feedback Review Form.

Process for Implementing Action Step
What: supporting high quality implementation of learning strategies; providing monitoring and follow-up to support and develop implementation of learning strategies Where: school site How: PLC's facilitated by Executive Director, PLC's attended by Teachers; work product produced collaboratively

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
8. Train teachers on Charlotte Danielson's Framework for Teaching Model.	Principal, Executive Director, and Teachers	September 2021	Professional Development Plan In-Service Agenda and Sign-in Sheets Professional Development Certificates

Process for Implementing Action Step
What: professional development aligned to learning needs and areas of high importance Where: school site How: training provided by Principal and Executive Director; training attended by Teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
9. Title I teachers will participate in professional development training for implementation of interventions in reading and mathematics.	English and Mathematics Teachers	October 2021 and ongoing	Professional Development Certificates

Process for Implementing Action Step
What: professional development aligned to learning needs and areas of high importance; professional development that supports teachers of subgroup populations Where: Professional Development sites How: training attended by Teachers; training determined by Executive Director

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
10. Train teachers on "Flipped Classrooms" through PLCs.	Principal, Executive Director, and Teachers	November 2021	Professional Development Plan In-Service Agenda and Sign-in Sheets Professional Development Certificates

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance
Where: school site
How: training provided by Principal and Executive Director; training attended by Teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
11. Train teachers on Project-Based Learning through PLCs.	Principal, Executive Director, and Teachers	January 2017	Professional Development Plan In-Service Agenda and Sign-in Sheets Professional Development Certificates

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance
Where: school site
How: training provided by Principal and Executive Director; training attended by Teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
12. Train teachers on Cooperative Learning through PLCs.	Principal, Executive Director, and Teachers	February 2017	Professional Development Plan In-Service Agenda and Sign-in Sheets Professional Development Certificates

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance
Where: school site
How: training provided by Principal and Executive Director; training attended by Teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
13. Teachers complete survey regarding effectiveness of PLCs, professional development training, administrative support and areas/skills requiring additional training. Principal and Executive Director review surveys to identify professional development needs, evaluate the implementation of strategies learned in professional development; and provide support for continued implementation of strategies learned in professional development	Teachers, Executive Director and Principal	Twice Annually	Professional Development Surveys Professional Development Plan for following year

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance; supporting high quality implementation of learning strategies; providing monitoring and follow-up to support and develop implementation of learning strategies
Where: school site
How: surveys completed by Teachers; surveys prepared and reviewed by Principal and Executive Director; plan prepared by Principal and Executive Director based on review of surveys

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
14. Update Academic Systems Plan to include professional development needs identified by teachers.	Principal and Executive Director	Annually	Academic Systems Plan

Process for Implementing Action Step

What: professional development aligned to learning needs and areas of high importance; providing monitoring and follow-up to support and develop implementation of learning strategies
Where: school site
How: plan revised by Principal and Executive Director

Attachment 4

Classroom Teacher Evaluation Instrument

Highland Prep West
Classroom Teacher Evaluation Instrument

Teacher: _____ Grade/Subject: _____

Evaluator: _____ Observation Date: _____

Domain 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				
Component	**___ Unsatisfactory**	**___ Developing**	**___ Proficient**	**___ Excelling**
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
1f **Designing Student Assessments**	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence				

Domain 1: Planning and Preparation (Comments/Recommendations)

Domain 2: The Classroom Environment

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence				
Component	**___ Unsatisfactory**	**___ Developing**	**___ Proficient**	**___ Excelling**
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

Domain 2: The Classroom Environment (Comments/Recommendations)

Domain 3: Instruction

All students are highly engaged in learning and make significant contributions to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence				
Component	**___ Unsatisfactory**	**___ Developing**	**___ Proficient**	**___ Excelling**
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
3c **Engaging Students in Learning**	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence				
Component	**___ Unsatisfactory**	**___ Developing**	**___ Proficient**	**___ Excelling**
3d **Using Assessment in Instruction**	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				

Domain 3: Instruction (Comments/Recommendations)

Domain 4: Professional Responsibilities

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the learning community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
4a Reflecting on Professional Practice	Teacher does not accurately assess the effectiveness of professional practices, and has few or no ideas about how practices could be improved. The teacher is unable to evaluate overall performance and fails to implement a professional development plan.	Teacher provides a partially accurate and objective description on some professional practices, but does not cite specific evidence. Teacher makes only general suggestions as to how planning and pedagogical practices might be improved and impact student achievement. The teacher reviews and evaluates some aspects of performance and implements a general professional development plan.	Teacher provides an accurate and objective description on professional practices, citing specific evidence to support the assessment in each of the four Domains. Teacher makes some specific suggestions as to how planning and pedagogical practices might be improved to impact student achievement and enhance the professional community. The teacher reviews and evaluates his or her overall performance and implements a professional development plan aimed at improving student achievement and instructional practice.	Teacher's reflection on professional practices is thoughtful and accurate, citing specific evidence to support the assessment in each of the four Domains. Teacher is able to identify planning and pedagogical decisions that positively impact student achievement and foster a community of professionalism that reflects the highest standards of teaching and learning. Teacher suggests specific, alternative strategies for improvement and predicts the likely success of each of those strategies. The teacher reviews and evaluates his or her overall performance and implements a focused professional development plan aimed at raising student achievement and improving instructional practice.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
Evidence				

Component	___ Unsatisfactory	___ Developing	___ Proficient	___ Excelling
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
Evidence				

Domain 4: Professional Responsibilities (Comments/Recommendations)

PROFESSIONAL EXPECTATIONS: The following professional responsibilities are minimal expectations for all teachers. Failure to consistently meet these expectations shall result in administrative action.

PERFORMANCE DESCRIPTORS	YES	NO	COMMENTS
1. The teacher attends, participates, and arrives on time for required meetings.			
2. The teacher works and communicates effectively and professionally with parents, community members, staff, and administration.			
3. The teacher upholds and enforces school rules, administrative regulations, and board policies and procedures.			
4. The teacher creates and maintains positive and appropriate relationships with students and staff members.			
5. The teacher complies with state and federal special education and SEI laws, rules, and regulations.			
6. The teacher consistently meets deadlines set forth by the school.			
7. The teacher consistently adheres to assigned work hours and maintains good attendance. If no, please attach documentation.			
8. The teacher complies with laws and professional responsibilities related to student, parent, and teacher rights.			
9. The teacher complies with federal, state and school procedures for test administration, data collection, and data stewardship.			
10. The teacher maintains professional mannerisms and appearance.			

EVALUATION SUMMARY

Evaluator's Reflections:
Area(s) of Strength:
Recommendations for Improvement:

_____ _____

Signature of Evaluator Date

I have seen this and discussed this evaluation. (a) I accept this assessment in its entirety. ☐ (b) I wish to attach additional information. ☐

_____ _____

Teacher's Signature Date

Attachment 5

Staffing Plan

Clear Form

Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the anticipated staffing for the proposed school.

Directions:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation.

Proposed School Name:			
Highland Prep-West			
Number of Staff Members			
Position	Anticipated - FY22	Anticipated - FY 23	Anticipated - FY 24
Administration	1	2	2
Teachers/Instructional Staff			
Kindergarten			
1st Grade			
2nd Grade			
3rd Grade			
4th Grade			
5th Grade			
6th Grade			
7th Grade			
8th Grade			
9th Grade	5	5	5
10th Grade		5	5
11th Grade			6
12th Grade			
Specialty Staff (Music, Art, PE, etc.)	1.5	2	2
Special Education			
Paraprofessional			
Additional Staff			
List title:	Registrar	Registrar	Registrar
List title:	Office Manager	Office Manager	Office Manager
List title:			
Total Number of Staff Members	9.5	16	22