Mission: AZ Charter School Program Ensures High-Quality Educational Choices by
Selecting, Monitoring, and Assisting Transformative Leaders

Arizona Charter Schools Program
Start-up Grant Project Years 2023-27 Subgrantee*
Site -Based Application

***In compliance with Uniform Guidance 2 CFR §200.330, AZCSP awardees have been determined to be subrecipients of CFDA 84.282 A awarded to the Arizona Department of Education, Charter Schools Program, October 1, 2018. Subrecipients will also be known as non-federal entities.*

Purpose

Arizona Charter Schools Program is to, from the amount available (ESEA §4302(b)(3)), support the startup of new charter schools, the replication of high-quality charter schools, and the expansion of high-quality charter schools on a competitive basis (ESEA §4303 (b) (1)).

Eligibility

The applicant must apply for the startup subgrant to obtain assistance in planning, program design, and the initial implementation of its charter schools. The entity applying for this grant must be a Not for Profit organization registered and in good standing with the Arizona Corporation Commission at the time of the application submission.

Applicants can apply in 2021 if they meet the following conditions:
1. the applicant has already submitted its charter application to the Arizona State Board for Charter Schools (ASBCS) by June 16, 2021 or,
2. the applicant must have an ASBCS approved replication application approved by December 17, 2021 or,
3. the applicant must have an ASBCS approved expansion application approved by December 17, 2021.
4. New Arizona State University (ASU) sponsored charter schools must also be approved by December 17, 2021.

Before the non-profit organization can receive the AZCSP application, it must complete and submit the Arizona Charter Schools Program Grant Eligibility Form and the applicant Registration Form. Both forms are available at the AZCSP website: http://www.azed.gov/charter-school-program/.

Notice

1. The charter school must meet the federal definition of a charter school found in ESEA §4310(2). CHARTER SCHOOL —The term ''charter school'' means a public school that—
   a. in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
   b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
   c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
   d. provides a program of elementary or secondary education, or both;
   e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
   f. does not charge tuition;
   g. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ''Family Educational Rights and Privacy Act of 1974''), and part B of the Individuals with Disabilities Education Act;
   h. is a school to which parents choose to send their children, and that—
      i. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
      ii. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
   i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
   j. meets all applicable Federal, State, and local health and safety requirements;
   k. operates in accordance with State law;
   l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

2. The proposed school shall meet one of the following definitions of educationally disadvantaged:
   a. A school serving at least 40% racially and ethnically diverse students; or

b. A school serving at least 40% economically disadvantaged students eligible for federal lunch program support; or

c. A school serving at least 40% students with disabilities; or

d. A school serving at least 40% English Language Learners (ELL).

Select one of the four categories on page 3 of the accompanying AZCSP Eligibility Form.

3. To receive a replication or expansion subgrant, the applicant must demonstrate that it is a high quality charter school as per ESEA §4310 (8).

HIGH-QUALITY CHARTER SCHOOL. —The term ''high-quality charter school'' means a charter school that—

a. shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;

b. has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;

c. has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and

d. has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not 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.

*The mission statement of the Arizona State Board for Charter Schools ("**Board**") is: "To improve public education in Arizona by sponsoring charter schools that provide quality educational choices." In the fall of 2006, the Board approved an application process for the replication of existing <u>high-quality</u> charter schools. Thus, AZCSP adopts the Board's replication eligibility criteria to define "High-Quality Charter School" that meets all criteria described below.*

[Academic Performance Criteria](#)

An academic dashboard for each school operated by the charter holder is available through the Arizona State Board for Charter Schools (ASBCS) online system.

The academic framework includes two indicators. Schools are evaluated by one of the following indicators:

1. *State Accountability: State Accountability is the default indicator used to evaluate the academic performance of all charter schools sponsored by the Board. This indicator includes two measures:*
   - *The letter grade of each school operated by the charter holder as assigned through [Arizona's A–F Letter Grade Accountability System](#), and*
   - *State designations for school improvement.*

2. *School-Specific Academic Goals: A charter holder that operates a school that serves a special population that does not have an achievement profile established by the State Board of Education for state accountability pursuant to A.R.S. § 15-241(I) may petition the Board to adopt unique, school-specific academic performance standards. Only charter schools that have been approved by the Board to use the substitute indicator of school-specific academic goals will be evaluated under this indicator.*

Free Standing Charter School
- *A minimum Overall Rating of "Above Standard" on the academic dashboard in each of the last two years when data are available that includes the grade levels operated.*

Charter Management Organization (CMO) or Network Schools
- *75 percent or more of the schools operated by the charter holder must have a minimum Overall Rating of "Meets Standard" in the most recent fiscal year presented on each school's academic dashboard.*
- *If the Board determines that one or more certain Associated Schools are excluded for academic purposes, then 100 percent of the remaining Associated Schools must have a minimum Overall Rating of "Meets Standard".*

Financial Performance Criteria

A financial dashboard *for the charter holder is available through ASBCS online system.*

Free Standing Charter School
The charter holder has no measure rated "Falls Far Below Standard" for the most recent fiscal year presented on the charter holder's dashboard.

Charter Management Organization (CMO) or Network Schools
75 percent or more of all Associated Charters have no measure rated "Falls Far Below Standard" for the most recent fiscal year presented on the Associated Charters' dashboards. If one or more Associated Charters are excluded for financial performance purposes, then 100 percent of the remaining Associated Charters must have no measure rated "Falls Far Below Standard" for the most recent fiscal year presented on the Associated Charters' dashboards.

Operational Performance Criteria

An operational dashboard *for the charter holder is available through ASBCS online system.*

Free Standing Charter School
The charter holder meets the operational performance standard for the most recent completed fiscal year and the current evaluated year.

Charter Management Organization (CMO) or Network Schools

75 percent or more of its Associated Charters meets the operational performance standard for the most recently completed fiscal year and the current evaluated year.

<u>Compliance Criteria</u>

The charter holder and its Associated Charters must be in compliance with its charter, other contractual agreements with the Board, and all applicable federal and state laws as evidenced by <u>Compliance Checks Policy Statement</u> conducted by the Board.

4. A subgrant may be no more than 5 years of which no more than 18 months can be used for planning and program design. ESEA §4303(d)(1)(B) & 4303(h)(1)(B).
5. AZCSP encourages applicants to propose academic programs and instructional practices that work for all students including serving students in rural communities.
6. Allowable costs are described in the Budget Narrative Section G. Instructions for describing Planning and Implementation activities are in the Budget Narrative Section G.

Application Evaluation

The AZCSP grant is aligned with the US Department of Education Charter Schools Program Priorities and the submitted application will be scored in light of these priorities. All applicants will be subject to review of previous state and federal education performance. *2 CFR §200.205 (1)* The Evaluation Criteria are provided to assist in meeting the expectations of the application. It is <u>not</u> the application.

Application Submission

In preparing the application for submission, use 12-point Times New Roman, Arial or Calibri font, double line spacing, and 1-inch margins. Tables may be in an 11-point font.

Submit in pdf format to AZCharterSchoolProgram@azed.gov
Application deadline is **October 11, 2021, 11:59 PM (MST)**
Capacity interview will be held during the week of November 15, 2021.

Application Assistance

In-person application assistance is available in public trainings provided by AZCSP staff. Locations and dates are posted on the AZCSP webpage: http://www.azed.gov/charter-school-program/. Important written information regarding the application, its policies and procedures are also located on the AZCSP web page. AZCSP recommends applicants to attend the public training opportunities and to use the resources provided.

Note: Select highlighted boxes [ ] to insert your responses.

- 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)*

Experienced Leadership. SLAM AZ's governing board is prepared to continue operating once the subgrant funds are no longer available. The founding board members have extensive experience overseeing fiscally healthy charter schools. In addition, the school leader has been with the SLAM network for over five years. She was a part of the inaugural year of SLAM Nevada, so she brings with her the experience of growing a charter school from year 0, including grant management. SLAM AZ will contract with Academica, which allows SLAM AZ to focus on their mission, while ensuring the Board and school business operations are maintained with the assistance of an organization with the experience and track record of providing a high level of support and service to public charter schools. Academica was hired as the ESP for SLAM schools since their inception in 2012 due to their proven track record of providing quality support and service to public charter schools. With their support, SLAM has been able to expand into a national brand growing from one charter school in 2012 to 12 charter schools in 2021 across various counties in Florida, Atlanta, Georgia and Henderson, Nevada.

Regular Budget Meetings. SLAM AZ will develop a conservative budget based on enrollment projections. Hiring will be driven by enrollment; therefore, a healthy year-to-year annual surplus will increase the number of staff, instructional tools, and supports to sustain itself after the CSP grant funds have ended.

Healthy Enrollment. Maintaining healthy enrollment will ensure sustainability and further institutionalize its practices. To position the school for healthy enrollment, a strong recruitment and marketing plan will be developed and implemented by October of 2021. Recruitment will continue year-round regardless of whether enrollment is at capacity in efforts to establish a healthy waitlist. Having a healthy waitlist will help in the event SLAM AZ serves a transient community.

Other Grant and Funding Sources. SLAM AZ will strategically use braided funding strategies to sustain operational costs. SLAM AZ will apply to other federal and state grant sources they are eligible for such as Title I, Title II, and Title IV, and IDEA. In addition, it will leverage its community partners for potential private funding. Lastly, the SLAM Foundation continually works to establish national partners to provide both in-kind and monetary donations to all SLAM schools.

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)*

SLAM AZ will use comprehensive outreach for recruiting and enrolling students to ensure that all potentially interested students and parents have equal access to apply and enroll at SLAM Arizona. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical needs or may be "at risk" of academic failure.

Our recruitment and enrollment practices include both a grassroots campaign and public awareness campaign. We will hold multiple informational meetings with community stakeholders at various times and locations to ensure the information is accessible to everyone. We hope to have all local racial/ethnic groups, parents, city council members, community organizations, parent organizations, and others represented at the meetings. By holding regular meetings, the school will be able to disseminate important information regarding the education program, and enrollment information. For those community members that are unable to attend in-person meetings, SLAM AZ will create a newsletter that will be shared on the school's website and social media platforms. It will summarize the meetings and provide information on upcoming events.

Our hope is for community stakeholders assist disseminating information about SLAM AZ. In addition, direct mail campaigns will target all zip codes within a minimum of a 3-mile radius of the school site. This will ensure harder-to-reach families are aware of the school and their eligibility to apply for admission. Promotional materials and announcements will be made available in multiple languages other than English (Spanish, Haitian-Creole and others as needed) to break any language barrier.

Again, the school will have a website with school information, enrollment timelines, locations and registration procedures. Digital and social media advertising will be used in order to reach out to a broad audience through ads which direct parents to click on the school's website. SLAM AZ will use its affiliation with SLAM, Inc. has its own Sirius XM Satellite Radio Station which will broadcast information.

Lastly, information will also be posted in local public facilities (as permitted by local regulations) including as post offices, community centers, parks/recreation centers, libraries and other locations of free public access.

School staff will be on hand to assist families with the admission and enrollment process. In addition, the school will comply with federal guidelines to support students identified through McKinney Vento.

Admission & Enrollment in accordance with federal and state anti-discrimination laws, the School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. An open admissions policy will be implemented wherein the School will be open to any student, as described in A.R.S.§15-184 who submits an application (prior to the posted deadline), unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection/lottery process.

Enrollment applications will request the student's name, expected grade level, parent/guardian name, phone number, home address, and email address. SLAM AZ will not collect information pertaining to minority status, racial/ethnic background, gender, social-economic status, or special education identification. Submitted applications will be stamped with the date and time.

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)*

SLAM will create a powerful learning environment by creating a sense of belonging and building relationships through Home Team, setting clear expectations through our innovative discipline approach, staying relevant, bringing the Love and Logic philosophy to the classroom, and Academic Coaching program that bring rigor to the classroom and set high academic standards for all students.

Love and Logic: SLAM operates under the Love and Logic philosophy that is founded on building positive relationship, sharing control within limits that communicate high expectations, providing accountability with a high level of sincere empathy, and teaching stakeholders problem-solving and pro-social behavior. With a heavy emphasis on respect and dignity for children, it allows them to grow

through their mistakes. Love and Logic allows children to live with the consequences of their choices. Love and Logic is a way of working with children that puts parents and teachers back in control, teaches children to be responsible, and prepares young people to live in the real world, with its many choices and consequences. Teachers will be provided professional learning to use the Love and Logic approach towards classroom management.

Home Team—SLAM believes in developing the whole child. Home Team provides an immersive curriculum that connects students, teachers, and families through a shared language and framework based on developing an academic mindset, social-emotional growth, character development, a positive school climate and physical fitness. The goal is to foster a positive environment that improves overall attendance and test scores while reducing negative incidents such as bullying and discipline referrals. This is particularly important in serving the target population described above.

Innovative Approach to Discipline—SLAM will use an innovative approach to discipline to hold students accountable to each other within the classroom the same way athletes hold each other accountable on the field. In the sports world, captains and other leaders on the team assist the coach in holding their teammates accountable. Instead of the coach being the sole person to reinforce core values such as timeliness, effort, and commitment to excellence, which are important values in a classroom as well, captains and other leaders on the team address his/her teammate directly. Similarly, teachers at SLAM will create an environment where students feel empowered to address their classmates who are not contributing positively to the learning environment or following classroom rules in a positive manner. Students will learn specific strategies during Home Team where they will also have the opportunity to practice such strategies in a safe environment.

Academic Coaches—The student-to-counselor ratio in most public schools are inflated. The American School Counselor Association recommends a ratio of 250 studenets:1 counselor and Arizona's 848:1

ratio is well above the recommendation.[1] SLAM's use of academic coaches as a system of intervention provides an additional layer of individualized support to prevent student educational gaps from widening and ultimate failure. High school students who are at-risk of failing to make adequate progress for promotion will be assigned an Academic Coach.

An Academic Coach is a lead teacher or administrator who has been selected and trained on the core elements of the Academic Coaches program by the principal and guidance counselor. This data-driven process starts with the Principal and a designated team of administrators and other instructional leaders examining grades, State test scores, and academic credit evaluation to begin identifying students. The Principal will assign at-risk students an Academic Coach who will work with that student for the duration of their career at SLAM. This Academic Coach will be someone consistent in the student's life in hopes that trust is established to make greater gains towards getting that student back on track.

Once a student is assigned an Academic Coach, a meeting will be held with both the student and parent present, so everyone is aware of the student's academic standing. As a team, the Academic Coach, parent, and student will come up with a plan to put into action. Frequency of subsequent meetings will be scheduled based on the level of risk. Academic Coaches are expected to celebrate both academic and behavioral successes and continually strategize to leverage a student's weaknesses. Once a student is no longer at risk, they will continue to meet with their Academic Coach at least quarterly to ensure the student continues to move forward on the path of success. The school's administration will provide the continued support with the parents and will ensure the communication between the Academic Coach, counselor, and student occurs on a regular basis. This program directly aligns with SLAM's core values to establish positive relationships among student, parents, and teachers.

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[1] https://www.schoolcounselor.org/asca/media/asca/Publications/ratioreport.pdf

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)*

SLAM AZ will establish a Parent and Family Engagement policy that will set expectations and objectives for meaningful parent and family engagement. SLAM AZ will have a Family and Engagement Coordinator (FEC) to provide technical assistance and support to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. The purpose of the FEC is to help SLAM improve and strengthen family engagement. The FEC will provide frequent communication and school support.

COORDINATION OF SERVICES

SLAM AZ, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The administrative team will be proactive in attending all events where they will have access to organizations, businesses and community partners and advocate for the needs of our students with the purpose of recruiting supports and obtaining resources for our families (e.g. networking events, professional conferences, community events, city meetings). In addition, cooperative agreements with non-profits will be sought out to ensure a commitment of support or resources for our families throughout the school year.

The Board will set specific initiatives for developing and growing partnerships with community stakeholders and local businesses at their annual strategic planning meeting.

Parents will be encouraged to share any needs they might have with our principal, school counselor, and/or FEC so the school can be intentional with the support and resources sought from organizations, businesses, and community partners.

BUILDING PARENT CAPACITY

School Programs that Support Academic Achievement Goals

SLAM AZ will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

1. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards.

2. Provide parents with technology training for Remote Live Instruction (RLI) so they can ensure students can successfully access instruction.

3. Provide parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.

4. Provide parents of participating children, as appropriate, with assistance in understanding topics such as the following:

   a. The challenging State's academic standards;

   b. The State and local academic assessments including alternate assessments;

   c. The requirements of federal programs;

   d. How to monitor their child's progress; and

   e. How to work with educators to improve the achievement of their child.

Parent University Workshops

SLAM Academy of Arizona believes for students to meet their maximum potential; it is essential for parents/guardians become active stakeholders in their child's future. With that said, the school recognizes that there may be learning gaps or skills that need to be refined for parents to become active stakeholders. Based on the feedback collected during the Stakeholder Input Forum, parent survey, and any verbal or written suggestions that were submitted throughout the year. The following are examples of parent programs and workshops will take place during the 2022-2023 school year:

- Parenting with Love and Logic Workshop

- Job Readiness Event

- Family Matters: Game Night

- Curriculum Night

- Community Cares Event

Volunteer Opportunities

SLAM AZ will strive for success in our students. The school believes that for students to meet their maximum potential, parent/guardianship involvement plays a key role. SLAM AZ knows volunteering is an essential catalyst to our student's future. Volunteers make a difference in our students' lives and play an invaluable role in their education and development. It is proven that students' academic performance and social behaviors excel when they know their parents or other interested parties support their academic ventures.

Several ways in which SLAM AZ parents can make a difference in our student education include:

- Attend parent/guardian meetings

- Assist in Classroom

- Join the Most Valuable Parents (MVP) Club

- Volunteer to coach a sports team

- Participate in Career Day as a speaker

- Chaperone field trips or school related activities

- Engage in Data Chats with teacher and child

- Call in/Attend to SLAM Family Pulse Checks and quarterly State of the School Address

- Multi-media activities (e.g., podcasts, teacher-created videos)

- Observe your child in class

SLAM MVP

Our Most Valuable Parents' (MVP) Association will be a team of SLAM AZ parents who will band together to help build SLAM to be the best that it can be. When children observe that parents and school staff are engaged in a respectful partnership for their benefit, they are likely to develop more positive attitudes about school and achieve more, compared to situations in which school and home are seen as being worlds apart.

SLAM AZ will bridge the gap and fortify a stronger union among parents and families. The MVP association is a group strictly for and by SLAM AZ parents. Parents will brainstorm beneficial and creative activities parents can engage in together; help to inform policy in support of SLAM and the overall mission and have fun getting to know each other in the process.

MVP Responsibilities

1. Gather a small group of like-minded parents.

2. Develop a purpose or mission statement.

3. Brainstorm a list of benefits and a preliminary list of activities.

4. Brainstorm fundraising ideas.

5. Adopt a fundraising policy.

6. Write it all down.

7. Meet with the principal and obtain board approval

8. Draft a set of basic bylaws.

BUILDING CAPACITY OF SCHOOL STAFF

The administrative team from SLAM AZ will provide training to educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by implementing Parent and Family Engagement Professional Development Modules during scheduled Pre-Planning and Professional Learning Days before January 1, annually. The following topics will be the focus of each module:

1. Building and understanding the importance of family and community engagement

2. Creating a culture that bridges school and home.

3. Building Trusting Relationships with families and the community

4. Engaging families and the community in data conversations.

EVALUATION

Each year, SLAM AZ will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality through an annual parent survey and the Stakeholder Input Forum. In May of each school year, SLAM AZ will complete the following activities to create and evaluate the data needed to plan for the Family Engagement Activities for the following year:

1. A survey will be sent to all families, community members, partners in education, teachers, and students that outline a measure of the school's culture and family engagement activities for the current school year.

2. Survey data will be presented during the May Stakeholder Input Forum. During the same meeting, a planning carousel activity will be facilitated by the FEC to organize ideas and begin planning for the upcoming school year.

3. SLAM uses the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies for the following school year.

ACCESSIBILITY

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the Family and Community Engagement Coordinator will ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

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)*

Eligible Applicants

PARENTS will work to:

- Increase knowledge surrounding utilizing and assessing data effectively by participating in data chats and other data training workshops with school stakeholders to determine how to identify and provide overall support for their scholar in their specific areas of academic need.

- Learn more about the academic, emotional, social and personal needs of their scholar by collaborating with the local community and instructional staff, through participation in family engagement workshops and training opportunities designed to support their scholar in attaining their individual goals.

- Learn how to use 21st century technology to communicate with the instructional team here at SLAM AZ to enhance student learning in the areas of attendance, academics and/or behavior. This goal will be accomplished by parent participation in the "use of technology skills workshops" and other formal and informal parent engagement presentations offered onsite and virtually specific to understanding and using technology effectively.

STUDENTS will:

- Be present for class every day and take it seriously, understanding that they were "born to learn."

- Ask for help from parents, teachers and other stakeholders when needed.

- Explore and try new things, in alignment with SLAM's winners' mentality, understanding that they are on a journey to grow and be their best self each day.

- Make a commitment to improve academically by setting individual goals with teachers and parents and work to meet those goals daily.

SLAM Arizona Governing Board

SLAM Arizona, Inc., an Arizona non-profit corporation, is the legal entity that will operate the school in accordance with its Articles of Incorporation and Bylaws. All powers of the Corporation shall be exercised by and under the authority of the Governing Board of SLAM Arizona, Inc., and the property, business, and affairs of the Corporation shall be managed under the Governing Board's direction.

The corporate board of SLAM Arizona, Inc. will also act as the school's governing body. The board will not establish a separate school governing board. However, SLAM Arizona, Inc. plans to expand the governing board with local representation. This will ensure that the local community has a voice and will further allow the school to effectively serve the target population and residents of Arizona.

As the policy-making body for the school, the Governing Board will have the responsibility for the affairs and management of the school. The Governing Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage school funds. The Governing Board determines the academic direction and oversees the operation of the School. Accordingly, the Governing Board will hire, oversee, and evaluate the school principal. The Principal,

as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with state and federal guidelines.

The Governing Board will govern according to the Bylaws which stipulate the responsibilities and polices, including specific board member powers by which the Board is legally bound. The Governing Board will perform the following duties, as well as any and all other duties specified in Arizona Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

- Uphold the mission of school which should be at the forefront of all decision making
- Recruit and hire school leader and evaluate school leader annually
- Exercise continuing oversight over charter school operations
- Uphold academic and financial accountability
- Adopt and implement strong internal controls to ensure finances are managed properly
- Review and approve a preliminary annual budget prior to the beginning of the fiscal year and review budget quarterly (at minimum), making revisions as necessary
- Retain the services of a certified public accountant for the annual financial audit
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan to ensure compliance (if applicable)
- Comply with all Arizona not-for-profit corporation laws, the corporation's Articles of Incorporation and Governing Board Bylaws
- Provide notice of all meetings (regular, special, or annual) in accordance with open meeting law requirements and Open Records Act
- Comply with all governance training requirements
- Evaluate Educational Service Provider annually
- Affirm, reverse, or modify decision of Independent Discipline Panel during an appeal

- Review any complaint/grievance by a parent/employee brought before it and respond to the parties concerned within a timely manner of receiving the complaint.

School Administrators

School administrators include the principal and assistant principal. The Principal reports directly to the board whereas the Assistant Principal reports to the Principal.

Roles and Responsibilities

Content Knowledge

- Set high expectations for learning based on SLAM's 3R's framework (Rigor, Relevance and Relationships)
- Facilitate professional development for curriculum and best instructional practice
- Make data-driven decisions regarding curriculum and school improvement

School Culture

- Establish procedures for responding appropriately to employee/parent/community grievances
- Articulate and model the school's values to students, families, staff, and the community to ensure consistency
- Foster a positive environment through implementation of RtI and PBIS strategies
- Ensure students, families and staff adhere to the Code of Student Conduct
- Plan and manage positive behavior support programs (PBIS) and anti-bullying programs
- Facilitate/Lead professional development on code of conduct, effective classroom management, anti-bullying, and other topics.
- Work collaboratively, respectfully, and professionally with all stakeholders for insuring campus improvement
- Maintain discipline throughout the campus in accordance with the school's policies and procedures.

- Serve as the schools: Truancy Officer, Migrant Farmworker Programs/Liaison, Parent Liaison

Recruitment, Hiring and Evaluation

- Effectively recruit and hire instructional and non-instructional staff

- Implement strategies for staff retention

- Conduct frequent teacher observations though Classroom Walkthrough Program

- Conduct official observations and provide teacher feedback/support

- Develop Professional Development calendar annually

- Foster professional development of all staff by providing feedback and support

- Work with SLAM Foundation to provide professional development as necessary

- Oversee all instructional and non-instructional staff

Curriculum and Instruction

- Manage, evaluate, and lead teachers in developing a culture in line with the SLAM mission that emphasizes Rigor, Relevance and Relationships

- Design and implement an academic program that provides of rigorous curriculum to ensure all students are positioned to excel according to the Arizona Academic Standards

- Develop and manage the master schedule based on student needs

- Collaborate with SPED coordinator to ensure that SPED instruction, interventions, and academic support programs are aligned with instructional goals.

- Ensure that gifted instruction is effectively coordinated and aligned with core instruction

- Implement Response to Intervention (RtI/MTSS) process

Assessment & Accountability

- Serve as school Testing Coordinator, including development of internal assessments, and oversight of the administration and scheduling of state mandated and internal assessments

- Oversee statewide assessment requirements

- Develop plan for meeting/exceeding Statewide Accountability System (AZMERIT)

- Setting Targets and Progress Monitoring

- Analyze and use data for decision-making or to improve actions, plans and process.

Operations

- Establish operational, fiscal, and academic goals through the development of a strategic plan

- Manage fiscal responsibilities and execute board approved budget

- Align fiscal resources and human resources to achieve strategic goals

- Oversee the implementation of all state and board policies

- Provide regular formal reports on fiscal, operational, academics and compliance monitoring to the governing board

- Prioritize school needs, maximizing resources, to serve all students

- Implement marketing strategies to maintain stable enrollment

- Oversee the implementation of athletics program and the afterschool and/or extra-curricular activities

Public Relations

- Maintain strong public relations and keep all stakeholders informed

- Serve as liaison to all media outlets

- Communicate effectively with Arizona State Board of Charter Schools

- Cultivate strong community partnerships to support SLAM's mission

Federal Programs/Data Reporting

- Comply with state and federal laws and regulations and reporting requirements

- Manage Student Information System

- Coordinate and monitor, including but not limited to, completion, budget management, compliance and evaluation of state and federal programs (i.e. Title I, Title II, Title III, IDEA-B)

– Manage Equalization Assistance process, Grants and ESEA compliance

Facilities

– Develop and implement school safety plan

– Ensure that the facility/campus is accessible to all students (ADA compliance, etc.)

– Serve as liaison between Maintenance Personnel and ESP

– Overseeing contracted service provider (ESP)

Instructional and Non-Instructional Staff

Both the instructional and non-instructional staff of the school fall under the supervision and report directly to the principal of the school. The role of staff is to provide students with a safe learning environment and provide a high-quality education. The staff performs data assessments of their classrooms, provide the students with the instruction of the curriculum, attend professional development, understand the school operations, special education, and provide input to better improve the school's strategic plan.

SLAM Foundation

The SLAM Foundation provides support to the SLAM network of schools. The following are specific roles and responsibilities of the SLAM Foundation:

– Support school in the development and implementation of the SLAM educational model

– Provide school with access to a network of SLAM educators, mentors, and resources

– Assist to recruit and train educators in SLAM model and best practices

– Support for the implementation of the network's innovative best practices

– Professional development for school administrators, faculty, and staff in the implementation of curriculum, athletics, and school operations.

– Provide on-site training for teachers and administrators prior to opening day

– Provide on-site progress monitoring/classroom observations at least four times per year

- Implement the SLAM Teacher Mentor program

- Provide access to secure SLAM Foundation website containing sample lessons for their subject area, coaching videos, sample model lessons, and other instructional resources

- Host an annual conference for all network schools for additional professional development opportunities

- Expand network of both local and national partnerships

- Assist with fundraising activities (local golf, softball, and fishing tournaments, banner sales, SLAM XM radio advertisements, etc.) to supplement additional programs beyond necessary operational costs (i.e. (after school tutoring, activities and athletics, additional professional development)

Independent Auditor and Board Attorney- SLAM Arizona, Inc. will hire an independent auditor and board attorney. The Independent auditor will provide an audit of the school's finances each year to ensure the fidelity of the school's finances. The board attorney will provide services to provide clarity on any legal matters which may arise.

Academica- Academica, the Educational Support Provider (ESP) will provide "back office" support to the school through a team of individuals with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance.

The ESP reports directly to SLAM Arizona, Inc. Governing Board.

Below are the services provided by Academica:

General services

- Preserve the mission and vision of Governing Boards in all endeavors related to school operations

- Assist the board in preparing petitions for board approval

– Provide leadership and report to Governing Board especially on matters related to the following categories: Budget and Finance; Facilities/Management, Human Resource Management, Risk Management; Quality Assurance; Legal and Statutory Compliance; and Communications

Budget/Finance

– Assist with bookkeeping, budgeting, financial reporting, and financial forecasting, for board oversight and approval

– Compile data for Governing Board, including but not limited to financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs, enabling the Governing Board to conduct periodic and annual evaluations of the performance of the School

– Deliver General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School's independent certified auditor

– Assist schools with financial accountability

Communications

– Represent Board as requested for public presentations

– Maintain sponsor relations and reporting- serve as liaison between sponsor and governing board

– Provide program marketing, enrollment strategic planning and assistance with community, public and media relations

– Seek grant opportunities and work with schools to develop grant proposals for board approval

– Conduct market studies at the request of the board

– Prepare petitions for board approval

– Assist with community and public relations

Risk Management/Technology

– Assist with food service and transportation coordination, as applicable, and program

– Coordinate insurance and legal compliance for board approval

– Assist schools to develop technology plans, assess and determine technology needs, and coordinate technology services

– Handle claims and risk management and compliance

– Procurement of insurance policies for board and individual school

Education Projects and Quality Assurance

– Assist schools with federal, state, and applicable sponsor mandates

– Networking and professional development

– Assist with curriculum development, research and updating, as requested by the board and/or principal

– Assist schools with grant budgeting and evaluation procedures, as well as grant implementation, if necessary

– Assist with process of Quality Assurance as directed by the governing board.

– Coordinate professional development activities as requested by the board

Facilities/Maintenance

– Coordinate facilities management program for schools

– Prepare plans, timelines, and budgets to address facilities needs of the schools

– Assist with facility needs and maintenance of schools

– Provide for facilities management and report facilities related issues, concerns, and progress to the board

– Assist with site selection, facilities design, and respective financing for governing board approval

- Assist with site acquisition and development

- Assist with facility needs and maintenance of schools

- Coordinate land use approvals

Legal and Statutory Compliance

- Assist with legal document drafting and review

- Provide school litigation oversight and assist governing board counsel with legal concerns, matters and/or claims

- Assist with sponsor compliance and reporting

- Assist with contract renewals and contract amendments

- Work with hired legal counsel for the entity

Human Resource/Management

- Coordinate payroll services

- Assist with staffing recommendations

- Coordinate human resources and assist with recruitment, credential verification and hiring procedures

Academica was hired as the ESP for SLAM schools since their inception in 2012 due to their proven track record of providing quality support and service to public charter schools. With their support, SLAM has been able to expand into a national brand growing from one charter school in 2012 to 12 charter schools in 2021 across various counties in Florida, Georgia, and Nevada. Prior to attending SLAM, a vast majority of the student population lacked access and exposure to high-quality academic programs focused on preparing them for post-secondary studies. With the help of the services provided by the ESP, SLAM is closing the achievement gap and increasing the level of education especially for minority and economically disadvantaged students.

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)*

SLAM AZ will provide multiple opportunities for parents and families to be involved in the planning, development, development, evaluation, and improvement of the charter. SLAM AZ acknowledges that to fulfill its mission, "to provide an engaging, challenging, and supportive learning environment that will motivate all students to be the best they can be in and out of the classroom and prepare them for future success," collaboration between parent, families, community members and the school is integral. Input and suggestions from parents, family members, and community partners are an essential component of the school improvement plans that are developed each year. All parents are invited to attend SLAM Arizona, Inc. Governing Board Meetings, quarterly State of the School Address, and Stakeholder Input Forums. They are encouraged to submit all parent or community surveys, to share their ideas and suggestions to help the school and students to reach the student academic achievement goals.

SLAM holds a series of Stakeholder Input Forums that take place in January, May and August, where all parents are invited to participate and provide recommendations to improve the Parent and Family Engagement Policy for the school year. During this meeting, parents also review and discuss the Parent-Compact, and the Comprehensive LEA Improvement Plan (CLIP), if deemed a Tile I school.

SLAM AZ utilizes multiple outlets to inform parents of the meeting. It will communicate with parents and families information about parent programs, meetings, and other activities using the following communication platforms: e-mail, text via Remind, announcement to Infinite Campus' Parent Portal, and Class Dojo. Additionally, all meetings and activities will be posted to the calendar on the school website and social media pages.

Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to the Family Engagement Coordinator.

STRENGTHENING OUR SCHOOL

SLAM AZ will have a Family and Engagement Coordinator (FEC) to provide technical assistance and support to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. The purpose of the FEC is to help SLAM improve and strengthen family engagement. The FEC will provide frequent communication and school support. The FEC will meet monthly with SLAM's administrative team to provide updates at the state or federal level, resources, necessary training, and review family engagement plans and activities. The FEC and school administration will have a strategic planning meeting in January of each year in order to prepare for the upcoming school year.

OPPORTUNITIES FOR MEANINGFUL COLLABORATION

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students are invited to attend the opportunities described in this section, to share their ideas and suggestions to help the school and students to reach the student academic achievement goals.

SLAM Arizona, Inc. Governing Board Meetings

All parents are encouraged to attend SLAM Arizona Inc. board meetings. They also have an opportunity to speak during Public Comment, if they wish to provide feedback, express concerns, or ask questions. Notices of the board meeting are posted on the school website and outside of the main entrance at least a week prior to the meeting.

State of the School Address

The principal will hold a quarterly State of the School Address to provide important updates pertaining to academic achievement, and overall well-being of the school. These will take place in July, October,

January, and April. Please see the Communication section herein for details on how SLAM will communicate information regarding the State of the School Address.

Stakeholder Input Forums

SLAM AZ will host multiple Stakeholder Input Forums for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Please see the Communication section herein for details on how SLAM will communicate information regarding the Stakeholder Input Forums.

Parent Survey

Input on ways to support family engagement programs may also be provided through the that will be disseminated by the end of April. The survey will contain questions to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the school websites for parents to complete. Please see the Communication section herein for details on how SLAM will communicate information regarding the Parent Survey.

Annual Title I Meeting

In the event SLAM AZ qualifies as a Title I school, it will hold its Annual Title I Meeting within 30 days of school starting. To maximize parent participation, it will occur in coordination with the first Curriculum Night. All parents of participating children are encouraged to attend. The Title I Meeting will inform them about the school's Title I program, the nature of the Title I program, the parent requirements, the Parent and Family Engagement Policy, the School-Wide plan, and the School-Parent Compact.

COMMUNICATION

SLAM AZ will take pride in communicating information about parent programs, meetings and other activities in a clear and timely manner. We will communicate the dates and times of all meetings and school activities at least two weeks prior to the start of the school year. If there are any changes to the

schedule, they will be communicated as soon as they are known. We will be flexible in our scheduling of meetings to accommodate parent work schedules. Dates and times will be set with the intention of maximizing parent participation. We will be sure to hold meetings and events on various days and times throughout the year to accommodate parent schedules. If necessary, we may provide transportation, childcare, or home visits, as such services relate to parent and family engagement. Alternative communication formats will be honored upon request and, to the extent practicable, in a language the parents can understand.

SLAM AZ will communicate with our parents' information about parent programs, meetings, and other activities using the following communication platforms: e-mail, text via Remind, announcement to Infinite Campus' Parent Portal, and Class Dojo. Additionally, all meetings and activities will be posted to the calendar on the school website and social media pages.

SLAM AZ will establish multiple communication lines for informing parents(s)/guardians(s) of school expectations and policies as they pertain to promotion and retention and reporting of student progress. Communication on student progress and performance will take place frequently and through multiple mediums and the school will make every effort for communication to take place in the home language for those students from homes where a language other than English is spoken. To ensure information is readily accessible to parent(s)/guardians(s), the following communication methods will be used:

- **Notification of Promotion and Retention Policies:** The school will notify parents of the school's Promotion and Retention Policies within the first 30 days of school.
- **Curriculum Nights/Parent Workshops:** Parents will be invited to attend curriculum nights and parent workshops that will provide specific strategies in reading and math to help support home learning.

- **At-Risk of Failure/Retention Notices:** To support the success of our students, parents and guardians will be notified of additional opportunities students have to receive support outside of the traditional classroom hours (i.e. tutoring, after school program, etc.).

- **Electronic Gradebook:** Parents(s)/guardians(s) will have access to an electronic gradebook through their parent portal which will have an up-to-date list of student grades and assignments.

- **Parent Data Chats/Reports:** As a data-driven school, parents(s)/guardians(s) will be encouraged to participate in data chats. Parents will be provided with reports that provide progress towards annual growth, standards mastery and performance measures. These reports will identify both strengths and weaknesses. Additionally, parents will be provided with tools to use at home to strengthen student weaknesses.

- **Parent/Teacher Conferences:** Parent conferences will be held twice a year. The first parent/teacher conferences are encouraged yet not mandatory; however, parents(s)/guardians(s) of at-risk of being retained are required to attend the second parent/teacher conferences. A formal request will be sent home.

- **Progress Reports/Report Cards**: The school will report grades/progress to parents/guardians through report cards issued every quarter. Parents will also receive progress reports between weeks 4 and 5 of every quarter.

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)*

We recognize that families can only benefit from our schools if these are genuinely accessible—not just technically available. Providing students with safe and reliable transportation to and from school is one of the top fiscal challenges that charter school leaders face. In fact, transportation is one of the largest categorical expenses to an operational budget, second only to special education.

The SLAM AZ team will consider the transportation needs of the school's students. Unless transportation is deemed a barrier to enrolling, parents/guardians will be responsible for daily transportation to and from the school. For those parents in need, SLAM's Most Valuable Parent club will establish an extensive network of carpooling options for students. SLAM AZ will meet federal mandates for those families identified as McKinney Vento.

For transporting students for sports, field trips, and other co- and extra-curricular events, the school will use funds from parent donations, set up school-wide fundraisers, and other funds from the internal account at the discretion of the principal.

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)*

In December of 2019, SLAM AZ's governing board was notified that their charter application was approved by the Arizona State Board for Charter Schools (ASBCS).

SLAM AZ will operate as an Arizona non-profit corporation, in accordance with its Articles of Incorporation and Bylaws. The governing board will be an independent body under the authorization of the Arizona State Board for Charter Schools (ASBCS). As the authorizer, ASBCS is responsible for holding SLAM AZ accountable to providing a quality education to the families it serves and meeting all terms described in the charter contract. SLAM AZ and ASBCS will execute a signed charter contract no later than November 1.

While a strong oversight is essential for accountability, the ASBCS provides a level of autonomy to the school in order to deliver effective educational services to its student body, including the autonomy to select and implement programs of instruction that align with their philosophical and methodological ideology and operational structure consistent with state and federal law and the charter contract.

ASBCS balances SLAM AZ's autonomy to operate its school by holding the school accountable to three performance frameworks: Academic Performance Framework, Operational Performance Framework, and Financial Performance Framework. The purpose of the frameworks is to communicate the ASBCS's academic expectations, operational expectations, and the fiscal management expectations.

The frameworks are used as a basis for analysis to be used in high-stakes decisions, including charter renewal. The Academic Performance Framework evaluates whether the school is providing a learning environment where measurable improvement in pupil achievement can be demonstrated and is based on the state accountability system. The Operational Framework evaluates whether the school, as a public entity, is implementing their education program as set out in the charter, spending public funds responsibly, and adhering to laws and charter requirements. The Financial Framework evaluates the financial viability of the school and whether strong fiscal management practices are in place and are being implemented.

SLAM AZ will establish systems and processes that align to the ASBCS performance frameworks. SLAM AZ will regularly and consistently monitor its academic, operational and financial practices Annually, SLAM AZ will hold a strategic planning meeting with the governing board, school leadership, SLAM Foundation, and Academica to review current systems and processes and measure their effectiveness against performance frameworks. In year one, the focus of the strategic planning meeting will be to establish strong systems and processes that align to the indicators of the performance frameworks. The ASBCS will conduct First-Year Interval Reviews, Second-Year Interval Reviews, and

Five-Year Interval Reviews. Feedback from interviews and evaluations on performance frameworks will help the SLAM AZ team identify opportunities for growth, make appropriate revisions, and/or develop new systems and processes. Below are few best practices the school will implement that align to the performance framework.

Academics:

SLAM AZ will:

- Use iReady diagnostic to establish a baseline proficiency rate in both math and reading. Once baseline data is established, the SLAM AZ Board will set S.M.A.R.T. annual goals for the 2022-2023 school year and will revise annually, at minimum.

- Use iReady diagnostic 2 to determine students who are not at least 40% towards their Annual Typical Growth in math or reading by the end of second quarter, as measured by iReady or Level Equivalence (GLE). Identified students will receive Tier II interventions. Students already receiving Tier II interventions will receive Tier III interventions.

Operations

SLAM AZ will:

- Implement the educational program to fidelity according to the essential terms as described in the charter contract.

- Implement mandated programming as a result of state or federal funding.

- Operate with transparency, maintaining open communication lines between all stakeholders as it pertains to school safety, admissions, academic performance, Open Meeting Law, etc.

- Compliance with all regulations and provision of the charter contract monitored by entities to which the charter is accountable to.

Fiscal Management

SLAM AZ will:

1. Hold monthly budget meetings to Annual audits conclude "*no substantial doubt about SLAM AZ's ability to continue.*"

2. approve a budget that generates a minimum of five (5) percent fund surplus each school year. The school leader and Academica team will have monthly budget meetings to ensure spending is within the established budget and make revisions as necessary.

3. Implement protocol to ensure 30 days or more cash on hand. In the event there is a cash flow issue projected, the protocol will trigger a plan to bridge funding gaps.

The school understands that ASBCS reserves the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Assurances

By submitting this Application Form, the applicant organization agrees to the following:
Type your initials in the box provided.

R.R
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)

R.R
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.

R.R
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)*

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

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

R.R
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).*

R.R
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.*

R.R
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*

R.R
i.
The organization and its school leaders and faculty will actively participate in AZCSP Technical Assistance for the life of the grant.

| R.R j. | The applicant agrees that all cost charged to the grant are direct costs throughout the life of the grant. There are NO indirect costs. |

The charter holder, if part of a network of schools, will abide by the following:

| R.R k. | The charter holder contract with its charter management organization does not cede charter school control of funds and operations to the management organization. |

| R.R l. | The charter holder has appropriate internal controls between the two entities to prevent waste, fraud, and abuse of CSP dollars (for example, preventing related-party transactions, preventing conflict of interest, ensuring appropriate segregation of duties between schools and management organizations). |

| R.R m. | The charter holder has Conflict of Interest policies published in its Articles of Incorporation, its By-Laws, and its internal operational policies of the school. |

LEA Authorized Representative   Title

    Rene F. Ruiz, Esq.   Board

Chair **eSignature** of LEA Authorized Representative   Date

                                                09/16/2021

Applicant Organization   Date Submitted
  SLAM Arizona, Inc.   9/24/21

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

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

SLAM is nonprofit network of charter schools serving students in grades K-12 nationwide. SLAM currently serves families on 12 campuses in Florida, Nevada and Georgia. All SLAM schools are accredited by COGNIA under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

SLAM AZ is planning to open a K-12 campus in Mesa, Arizona. Based on the demographics of the public school district, SLAM AZ expects to serve the following student populations: **57%** Minority; **59%** Economically Disadvantaged; **15%** Students with Disabilities and **7%** English Learners. The community to be served warrants the type of educational program that SLAM will offer to better prepare minority and economically disadvantaged students for the demands of the 21st century workplace by:

- Setting high expectations for academic excellence

- Providing relevant and meaningful learning opportunities though career academy model

- Providing opportunities for genuine relationships among students, teachers, families, and the community

SLAM AZ will use grant funds to achieve the following objectives:

1) **Academic Achievement-**provide ongoing, sustained, and meaningful professional development to build capacity and foster high-quality instruction

2) **Closing Achievement Gaps-** Ensure Increased student achievement annually using an innovative pedagogical concept, research-based instructional programs and consistent progress monitoring

3) **Operational Excellence-** Develop and execute a culture and infrastructure of continuous improvement at corporate and school-site levels

By meeting the needs of the community to be served, SLAM AZ's innovative K-12 model expects the following intended outcomes:

1. Increased achievement of minority, economically disadvantaged and other student subgroups; thus, evidencing closing achievement gaps

2. Increased graduation rates and college attendance rates for the population served

3. Future skilled employees who meet the demands of Arizona's growing industries

4. Passionate individuals with the capacity, preparation, and motivation to be world changers

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)

The mission of SLAM Arizona is to provide an engaging, challenging, and supportive learning environment that produces college-bound graduates and positions them for future success.

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.**

SLAM Arizona, Inc. evolved through the work of the SLAM Foundation, which was founded in 2015 to support SLAM schools. To achieve our mission, the SLAM Foundation partners with experienced educational entities committed to bringing SLAM schools to their communities. The governing board of SLAM AZ are founding board members of the SLAM program. The board is currently recruiting two additional board members who reside in Mesa, AZ.

The governing board of SLAM AZ is made up of founding board members of SLAM Florida who have experience and success in serving comparable student populations to the target population. The majority of the current students at SLAM schools come from predominantly minority and poverty-stricken urban neighborhoods. Many SLAM students do not have academic support at home due to families who lack formal schooling or have little to no English language proficiency. Under the direction of the same

SLAM board members that will sit on the board of SLAM AZ, the SLAM model is showing success in closing the achievement gap and increasing the level of education, especially for minority and economically disadvantaged students.

SLAM AZ Board Members - Rene Ruiz, Joseph Mesa and Alina Lopez make up the governing board of SLAM FL? and overlook the operations of ten other SLAM charter schools. They will serve as governing board members of SLAM Arizona, Inc. Below are the biographies for each board and principal and how they will support the planning and implementation of the school. The board is currently looking for two additional local board members.

Rene Ruiz, Esq. – Rene co-founded Sports Leadership Arts and Management Academy Charter School in Miami. SLAM is located in one of the city's most impoverished neighborhoods, and services an overwhelmingly minority student population. Rene serves as the Chairman of SLAM and President of the SLAM Foundation, which helps direct the school's growing list of corporate partnerships and supports the school's expansion in Miami, as well as the replication of its successful model throughout the country. Rene's experience with the expansion of the SLAM network and a partner in a law firm allows him the experience to support the school in its growth and the oversight necessary to govern the school.

Joseph (Tony) Mesa III – Tony serves as the Vice President and Vice Chairman of the Board of the SLAM Foundation. Professionally, he is the founder and managing member of Mesa Law Firm in Miami, Florida. The management of running his own law firm and the experience of serving on the SLAM board allows the Tony to have the expertise to govern the school, look over the school budgets, and provide the school the support needed to grow. Throughout his professional career, Tony has always placed great importance on community involvement. From his service on the United Way of Miami Dade Board of Trustees and ~~as a~~ United Way of Miami-Dade Young Leader, to his pro bono legal services for Habitat for Humanity, Tony has made community work part of his mission. Tony considers some of his most important community involvement to be his work on the Board of Directors for the SLAM network.

Alina Lopez - As an educator since 1999 and highly effective school leader, Alina Lopez provides the background to support the school leader in building a school community where the teachers and staff believe that every individual student is unique and can attain academic success. She will strive to involve teachers, parents and students by using a combination of data-driven instruction and prompting respect and understanding amongst all stakeholders. Being a charter school principal herself, Alina brings the experience of developing, and maintaining healthy charter budgets. She will be able to determine if the SLAM AZ budget functions for the school and understands the need to adjust the budget when unforeseen issues arise. Serving on the SLAM FL, Inc. board since 2010, Alina Lopez has the background and knowledge of how to serve as a board member for a network of charter schools and the unique model SLAM provides to the communities they serve.

Shannon Beem - Principal - Ms. Shannon Beem brings over 27 years of experience in the field of education in Arizona and Nevada. Throughout her tenure, Ms. Beem has worked as a classroom teacher in 4th – 11th grades in all subject areas, with her specialty being United States history. She served in the role of principal in both the charter school and private school sectors.

Ms. Beem began teaching in 1994 shortly after earning her bachelor's degree in secondary education with a minor in history from Arizona State University. In 2003, Ms. Beem received her Master's Degree in K-12 Educational Leadership from Northern Arizona University. She helped transition a private school to a charter school and served as their principal before moving to Henderson, Nevada. She spent 7 years with a private school and worked her way up from a classroom teacher to K-12 principal. Her passion for the charter system was never far from her heart and in 2011, when charter schools were allowed in Nevada, she helped open the first charter school in the city of Las Vegas, Somerset Academy. In 2016, she learned that the SLAM model was coming to Henderson, NV and immediately sought a position with their principal, Mr. Dan Triana. She was hired as a lead teacher but within two years, she was promoted to assistant principal and helped implement the school

improvement plan that raised the campus to a very high three-star campus, one of the few in the surrounding area and one of the few Title I schools that serves such a diverse population. Ms. Beem played an integral part in growing the Nevada campus from 325 students to a present number of 1600 of students. She is excited to return back home to serve as the principal of SLAM AZ and bring the SLAM concept to Mesa, Arizona. Having lived in Arizona, she knows the community and has already identified strategic partners that will help with a successful opening.

3. Participate in a Capacity Interview[2] to be scheduled by AZCSP. **(15 points)**

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 A – Freestanding Start-up
Enter the percentage of disadvantaged students in a previous school or classroom managed by the applicant that passed the assessments. (Choose one table and only one table).

Option B – Freestanding or Expansion/Replication affiliated with in-state Charter Management Organization (CMO)

Option C – Freestanding or Expansion/Replication affiliated with out-of-state CMO
Demonstrate the academic achievement results (including annual student performance on statewide assessments, annual student attendance and retention rates, student academic growth, high school graduation rates) for educationally disadvantaged students (defined by AZCSP) served by the charter schools currently operated or managed by the applicant comparable to the average academic achievement results for such students served by surrounding public schools in the State and the State average.

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[2] A standardized interview conducted to gauge the applicant's actual or potential ability to perform.

Performance on State Assessments*

*Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year.The school ratings and accountability indicators used are from the 2018-2019 reporting year.

Below is the State Accountability Report for SLAM schools eligible for a grade in Florida in 2018-19.

2018-19 State Assessment Results

2018-19 ELA and Math State Assessment Results	ELA % Proficient or Above	ELA Learning Gains	ELA Learning Gains of the Lowest 25%	Mathematics % proficient or Above	MATH Learning Gains	MATH Learning Gains of the Lowest 25%	% Minority Students	% Economically Disadvantaged Students
MIAMI- DADE PUBLIC SCHOOLS DISTRICT	61	58	47	62	58	47	93	69
SPORTS LEADERSHIP AND MANAGEMENT (SLAM) CHARTER MIDDLE SCHOOL	48	52	48	42	44	52	98	93
SPORTS LEADERSHIP OF MIAMI CHARTER HIGH SCHOOL	50	55	51	46	44	30	98	90
SPORTS LEADERSHIP AND MANAGEMENT (SLAM) MIDDLE SCHOOL - NORTH	60	57	58	49	38	30	96	93
SLAM ACADEMY HIGH SCHOOL NORTH CAMPUS	-	-	-	-	-	-	-	-
HILLSBOROUGH COUNTY PUBLIC SCHOOL DISTRICT	55	55	43	56	57	44	67	58
SPORTS LEADERSHIP AND MANAGEMENT ACADEMY (TAMPA)	43	47	44	44	49	47	78	70
SLAM ACADEMY AT APOLLO BEACH	-	-	-	-	-	-	-	-
OSCEOLA COUNTY PUBLIC SCHOOL DISTRICT	52	53	45	50	52	43	77	44
SPORTS LEADERSHIP ARTS MANAGEMENT (SLAM) OSCEOLA	33	45	57	37	41	27	92	85
PALM BEACH SCHOOL DISTRICT	59	57	47	63	60	46	29	59
SLAM MIDDLE SCHOOL PALM BEACH	55	61	53	50	55	54	88	89
SLAM BOCA	61	60	58	60	49	58	61	53
SLAM HIGH SCHOOL PALM BEACH	-	-	-	-	-	-	-	-

ELA Learning Gains by Subgroup

2018-19 ELA Assessment Results Learning Gains by Sugbroup	Economically Disadvantaged LG	English Language Learners LG	Students with Disabilities LG	Black/African American LG	Hispanic LG	Multiracial LG	White LG	Female LG	MalE LG	Total % Minority Students	Total % Economically Disadvantaged Students
STATE OF FLORIDA	51	51	41	48.2	55	57	59	59	52	64	63
MIAMI- DADE PUBLIC SCHOOLS DISTRICT	55	55	44	54	60	60	67	62	55	93	69
SPORTS LEADERSHIP AND MANAGEMENT (SLAM) CHARTER MIDDLE SCHOOL	52	49	44	41	53	-	60	51	53	98	93
SPORTS LEADERSHIP OF MIAMI CHARTER HIGH SCHOOL	57	50	69	59	54	-	-	62	50	98	90
SPORTS LEADERSHIP AND MANAGEMENT (SLAM) MIDDLE SCHOOL NORTH	58	54	60	53	59	-	50	61	53	96	93
SLAM ACADEMY HIGH SCHOOL NORTH CAMPUS	-	-	-	-	-	-	-	-	-	-	-
HILLSBOROUGH COUNTY PUBLIC SCHOOL DISTRICT	49	46	39	45	52	59	61	58	51	68	60
SPORTS LEADERSHIP AND MANAGEMENT ACADEMY (TAMPA)	47	43	24	39	46	58	52	48	47	78	70
SLAM ACADEMY AT APOLLO BEACH	-	-	-	-	-	-	-	-	-	-	-
OSCEOLA COUNTY PUBLIC SCHOOL DISTRICT	49	48	40	49.6	50.8	53.5	57.6	56.4	48.8	78	72
SPORTS LEADERSHIP ARTS MANAGEMENT (SLAM) OSCEOLA	44	36	50	-	50	-	-	47	45	92	85
PALM BEACH SCHOOL DISTRICT	53	52	44	50	56	59	64	60	54	71	65
SLAM MIDDLE SCHOOL PALM BEACH	61	64	63	60	60		71	71	54	88	89
SLAM ACADEMY HIGH SCHOOL PALM BEACH	-	-	-	-	-	-	-	-	-	-	-
SLAM BOCA	56	61	55	33	65		61	64	56	61	53

Mathematics Learning Gains by Subgroup

2018-19 MATH Assessment Results Learning Gains by Sugbroup	Economically Disadvantaged LG	English Language Learners LG	Students with Disabilities LG	Black/African American LG	Hispanic LG	Multiracial LG	White LG	Female LG	MalE LG	Total % Minority Students	Total % Economically Disadvantaged Students
STATE OF FLORIDA										64	63
MIAMI- DADE PUBLIC SCHOOLS DISTRICT	56	56.8	48	49	60	61	67	59	58	93	69
SPORTS LEADERSHIP AND MANAGEMENT (SLAM) CHARTER MIDDLE SCHOOL	43	43	45	35	45	-	53	41	47	98	93
SPORTS LEADERSHIP OF MIAMI CHARTER HIGH SCHOOL	44	36		37	45	-	-	50	41	98	90
SPORTS LEADERSHIP AND MANAGEMENT (SLAM) MIDDLE SCHOOL NORTH	37	37	40	28	40	-	60	39	38	96	93
SLAM ACADEMY HIGH SCHOOL NORTH CAMPUS	-	-	-	-	-	-	-	-	-	-	-
HILLSBOROUGH COUNTY PUBLIC SCHOOL DISTRICT	55	55	50	52	59	65	68	61	60	68	60
SPORTS LEADERSHIP AND MANAGEMENT ACADEMY (TAMPA)	49	43	46	46	46	46	46	57	55	78	70
SLAM ACADEMY AT APOLLO BEACH	-	-	-	-	-	-	-	-	-	-	-
OSCEOLA COUNTY PUBLIC SCHOOL DISTRICT	48	49	44	46.4	51	51	59	53	51	78	72
SPORTS LEADERSHIP ARTS MANAGEMENT (SLAM) OSCEOLA	43	35	30	-	47	-	-	53	58	92	85
PALM BEACH SCHOOL DISTRICT	55	55	50	52	59	65	68	61	60	71	65
SLAM MIDDLE SCHOOL PALM BEACH	55	63	46	48	59	-	42	60	52	88	89
SLAM ACADEMY HIGH SCHOOL PALM BEACH	-	-	-	-	-	-	-	-	-	-	-
SLAM BOCA	46	50	58	33	48	-	49	53	45	61	53

Student Attendance Rates

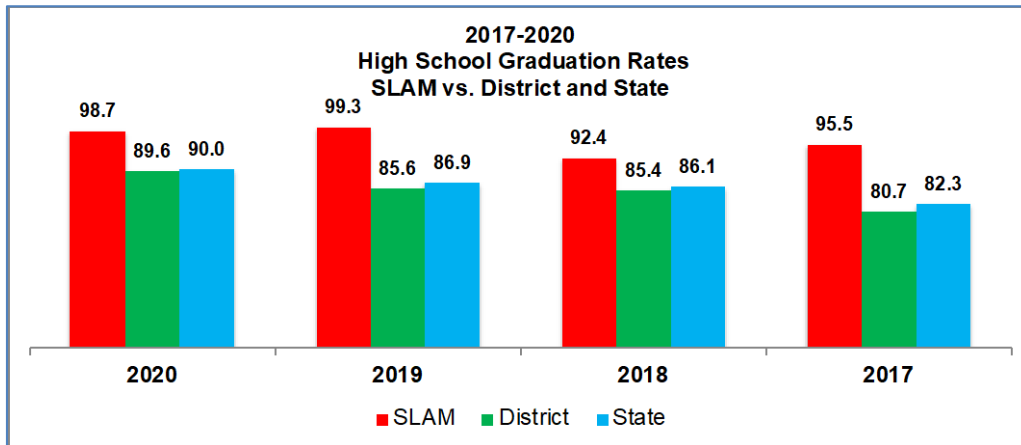## 2019-20 Student Average Daily Attendance/Average Daily Membership Report

School #	2019-20, Final Survey 5	Days Present	Days Absent	Total Days	% Present
	STATE OF FLORIDA	469,997,688	27,865,765	497,863,453	94.4%
	MIAMI-DADE DISTRICT	57,453,189	3,865,406	61,318,595	93.7%
6015	SPORTS LEADERSHIP AND MANAGEMENT (SLAM) CHARTER MIDDLE SCHOOL	145,573	12,666	158,239	92.0%
7016	SPORTS LEADERSHIP OF MIAMI CHARTER HIGH SCHOOL	109,511	10,818	120,329	91.0%
6024	SPORTS LEADERSHIP AND MANAGEMENT (SLAM) MIDDLE SCHOOL - NORTH CAMPUS	48,840	2,047	50,887	96.0%
7108	SLAM ACADEMY HIGH SCHOOL NORTH CAMPUS	6,322	429	6,751	93.6%
	HILLSBOROUGH DISTRICT	38,017,486	1,898,812	39,916,298	95.2%
7815	SPORTS LEADERSHIP AND MANAGEMENT ACADEMY (TAMPA)	67,911	7,540	75,451	90.0%
7825	SLAM ACADEMY AT APOLLO BEACH	90,821	5,891	96,712	93.9%
	OSCEOLA DISTRICT	11,406,736	697,485	12,104,221	94.2%
0183	SPORTS LEADERSHIP ARTS MANAGEMENT (SLAM)	21,822	993	22,815	95.6%
	PALM BEACH	32,003,197	1,763,565	33,766,762	94.8%
4090	SPORTS LEADERSHIP AND MANAGEMENT (SLAM) MIDDLE SCHOOL PALM BEACH	40,391	4	40,395	100.0%
4111	SLAM ACADEMY HIGH SCHOOL PALM BEACH	11,336	247	11,583	97.9%
4103	SLAM BOCA	69,709	4,310	74,019	94.2%

High School Graduation Rates

2019-20 Graduation Rate	SLAM	Miami-Dade School District	Florida
Total Students	99%	90%	90%
Economically Disadvantaged	99%	89%	87%
English Language Learners	100%	85%	86%
Foster	-	53%	58%
Homeless	-	74%	79%
Migrant	-	82%	89%
Military Family Student	-	96%	98%
Students with Disabilities	-	84%	83%
American Indian/Alaskan Native	-	92%	84%
Asian	-	99%	98%
Black/African American	92%	86%	87%
Hispanic	99%	90%	90%
Multiracial	-	96%	91%
Native Hawaiian/Other Pacific Island	-	-	91%
White	-	93%	92%
Female	99%	93%	93%
Male	99%	86%	87%

2015-2017 HS Graduation Rates

SLAM vs. District and State of Florida

Provide source documentation to support the submission in the above table.
Data will be verified by the AZCSP staff.
FLDOE: School Accountability Reports: School Grades 2019:

https://www.fldoe.org/accountability/accountability-reporting/school-grades/archives.stml

https://edudata.fldoe.org/ReportCards/compareResult.html?schools=137016,137411,137791

Performance by subgroup:

https://edudata.fldoe.org/ReportCards/Schools.html?school=6015&district=13

Average Daily Attendance Reports: 2019-2020:

https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

Graduation Rates:

https://edstats.fldoe.org/SASWebReportStudio/openRVUrl.do?rsRID=SBIP%3A%2F%2FMETASERVER%2FARM%2FPERA%2FEIAS%2FHIGH+SCHOOL+GRADUATION%2FWEB+REPORTS%2FHigh+School+Graduation+Rates.srx%28Report%29

https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=00

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?

SLAM AZ is planning to open in Mesa, Arizona. Mesa Public Schools is the largest public-school district in the state of Arizona. It is comprised of approximately 62,000+ students residing in the city of Mesa, and small portions of Tempe and Chandler. Within its boundaries are 82 schools including 8 charter schools and several alternative schools (55 traditional elementary schools, 11 junior high schools, 6 high schools).[3]

As a public charter school, SLAM AZ will serve any student eligible to attend grades K-12 as per Arizona statute. SLAM AZ will have an open-admissions policy and therefore be available to any student in accordance with admission requirements described in A.R.S. §15-184(F). SLAM AZ is committed to providing an equal opportunity education to all applicants without regard to actual or perceived disability, race, color, ethnicity or national origin, English language proficiency, religious

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[1] https://en.wikipedia.org/wiki/Mesa_Public_Schools
[2] AZ School Report Cards. Mesa Unified District. Student Enrollment https://azreportcards.azed.gov/districts/detail/4235

beliefs, sex, sexual orientation, gender identity or expression or any other protected status in accordance with all applicable federal, state, and local laws.

SLAM AZ expects the student population to mirror the demographics of the neighboring schools in the Mesa Unified District. The charts below reflect the most recent demographics of K-12 public school students in the geographic area the school intends to serve.[4]

Mesa Unified School District: 2019 Demographic Profile (K-12)[5]
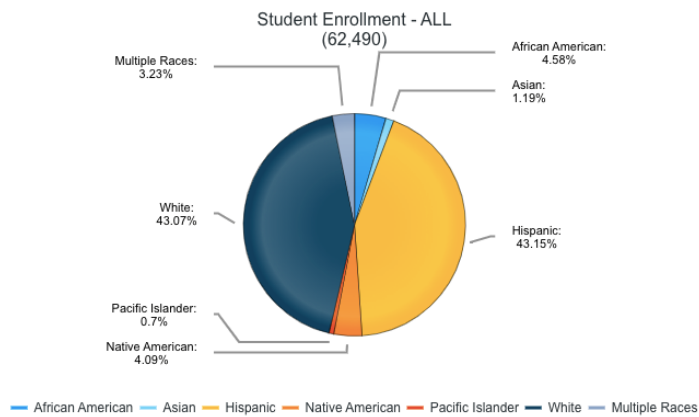
Below is the most current demographic breakdown of students in the Mesa Unified School District for the grade levels the school will serve in year 1:

Student Demographic Profile: Grades K-5 Mesa Unified Schools

Figure 1.1
Student Demographic Profile Grades K-5 Mesa Unified Schools

Grade	African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
Kinder	4.53	0.69	26.55	4.62	0.87	57.48	5.26
Grade 1	4.63	1.1	43.04	3.42	0.73	43.39	3.68
Grade 2	4.73	0.92	43.37	3.64	0.76	42.56	4.02
Grade 3	4.84	0.7	44	3.46	0.81	42.15	4.04
Grade 4	4.16	0.94	44.63	3.46	0.68	42.3	3.83
Grade 5	4.66	0.79	44.2	4.23	0.93	41.73	3.46
Average	**4.59**	**0.85**	**40.96**	**3.8**	**4.78**	**44.93**	**4.04**

Source: https://azreportcards.azed.gov/districts/detail/4235

[4] AZ School Report Cards. Mesa Unified District. *Student Enrollment* https://azreportcards.azed.gov/districts/detail/4235
[5] https://azreportcards.azed.gov/districts/detail/4235

Based on the demographics of the local school district, SLAM expects to serve, at minimum, the following student populations[6]:

- **57%** Minority and predominantly Hispanic (43%)

- **59%** Economically Disadvantaged (51% qualifying for free lunch / 8% qualifying for reduced)

- **15%** Students with Disabilities

- **7%** English Language Learners

 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?

In examining the needs of the student population SLAM AZ expects to serve, the school identified several factors affecting families on a local, county and statewide level:

SLAM AZ identified the top five (5) needs of the population it intends to serve by gathering data that evidences the need, aligning components of the SLAM's model to directly address the need, identify anticipated challenges the school will face in addressing the need, and developing a plan to mitigate those anticipated challenges.

1. **Need:** Skilled employees to meet the demands of Arizona's growing industries

a. **Data evidencing need:** Located about 20 miles (32 km) east of Phoenix, Mesa is the 36th largest city in the United States and second largest in the Phoenix-Mesa metro area. Mesa encompasses 138 square miles with a population of 4.8 million people. Mesa is projected to grow from 4.8 million to 6 million by 2030. As both the state and local community continue to see an increase in population, the unemployment rate continues to grow. In 2017, when the charter application was submitted, the unemployment rate was 4.9%. As of March 2021, the unemployment rate has increased to 6.1%. [7] This data indicates that although the job market is still growing in

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[3] https://azreportcards.azed.gov/districts/detail/4235

[4] AZ DOE. Accountability and Research. *2017-18 Enrollment Report, Subgroup/LEA* http://www.azed.gov/accountability-research/data/

[7] https://www.bls.gov/eag/eag.az_phoenix_msa.htm

Arizona, the current workforce is not prepared with the education and/or skills requisite of Arizona's growing industries specifically in healthcare, education, aerospace, technology and tourism. According to statistics reported in a recent article in April 2019 about the state's largest employers: "Companies continue to struggle to find enough qualified workers to fill open positions."[8]

b. **Plan to address need:** Sports extend far beyond what athletes do on the court or on the field. SLAM AZ recognizes the need to develop appropriate skills in order to be competitive in Arizona's growing industries. SLAM's curriculum and career academies directly align with leading industries in the city of Mesa. For example, a top major employer, Banner Medical Centers, require a well-educated, skilled workforce.9 Through SLAM's Academy of Sports Medicine, students will be prepared for future careers in healthcare, like Banner Medical Centers.

Boeing, another top employer, seeks highly skilled employees. SLAM will begin developing skills as early as kindergarten that would position for future careers in aerospace engineering, technology and sports-related industries. Through a rigorous STEM education curriculum, students as early as Kindergarten will increase their future potential by expanding their proficiency as well as their ability to think critically, to problem-solve and to innovate. This element of our program allows us to prepare young learners for the challenges they will face tomorrow. Students will have opportunities to engage in both predictable and unpredictable real-world situations, which make learning relevant. For example, in the Aeronautics program, students in K-2 learn about the science of travel through the air. Using the Engineering Design Process, students will participate in a paper airplane challenge, which will allow them to apply their knowledge in real time to create and improve upon a far-flying paper airplane design. In grades 3-5, they will gain valuable experience in piloting small aerial vehicles. They will use a simple UAV to learn important vocabulary surrounding the use of personal

[8] AZCentral. April, 2019: *Arizona's largest employers: They're still growing, but more slowly*
https://www.azcentral.com/story/money/business/jobs/2019/04/16/arizona-republic-100-largest-employers-hiring-in-phoenix-arizona/3267620002/
[9] https://www.selectmesa.com/business-environment/workforce

drones. In grades 6-8, students will gain experience in piloting small, aerial vehicles. Each module is designed to progressively build on the previous, challenging students to increase knowledge and experience from piloting missions and challenges. By high school, students will gain hands-on experience piloting and spotting for drone missions.

The U.S. Bureau of Labor Statistics predicted that by 2020 there will be 1 million more computer science jobs than graduating students qualified for them.[10] SLAM recognizes that computer science also has a growing presence in the sports world. Computers are a fundamentally important tool in sports science research, sports performance analysis and, increasingly, in coaching and education programs in sports. Also, TV broadcasts and special effects are generated by programs, algorithms, and systems created by computer scientists. There are a multitude of careers in computer science within the sports industry and we want to expose our students to those professions and prepare our students with the skills they need to be successful in the field if they so choose.

While Boeing and Banner Medical Centers are only two examples of top employers that seek skilled employees, SLAM AZ will use career academies to expose students to other leading industries in Arizona. In grades 6-8, students will also have a career elective wheel, allowing them to explore various career pathways. In grades 9-12, students will dive deeper as they declare a career academy comprised of smaller learning communities, which include:

- Academy of Sports Medicine

- Academy of Sports Broadcasting and Journalism

- Academy of Sports Marketing, Entertainment, Arts and Management.

The career academies listed above help student acquire skills that are transferable to other career fields. Building on Mesa's projected growth as well as state and global market trends, SLAM AZ will help bring significant benefit by preparing students or the demands of these specific industries.

2. **Need:** Social and educational services for parents and families living in poverty

a. **Data evidencing need:** As the population of Mesa and of the state of Arizona continues to trend upward, so does the number of homeless individuals, youth, and families in Maricopa County. According to the Maricopa Association of Governments, "the number of people living in unsheltered situations was 2,618" in 2018. This is a 27% increase from 2017 and a 149% increase from the number recorded in 2014. Regionally, homelessness has more than doubled in the county since 2014.

Based on the demographics of the student population as described above, SLAM AZ expects that more than half of its population will comprise of students who are living in poverty (evidenced by 51% qualifying for free lunch / 8% qualifying for reduced lunch) and/or affected by homelessness.

b. **Plan to address need:** As a part of the local community, each SLAM school provides programs and services to meet the physical, social and academic needs of its students and families living in poverty. We know that when the most basic needs are not being met students cannot be successful in the classroom. SLAM AZ will work with local agencies to ensure that our students' basic needs are met (nutrition, health, vision, etc.). SLAM, for example, has a partnership with National Vision, one of the largest optical retailers in the U.S, to provide free screenings, eye exams, and eyeglasses to underserved students and families at SLAM schools.

SLAM AZ commits to providing all necessary services and support to ensure that these students are successful and receive an equitable, high quality education. As an educational institution, SLAM understands that education is the key to disrupt poverty. Accordingly, SLAM AZ will focus on

educating families living in poverty on the programs and services available to them within the local community. By equipping and informing parents on their educational options, the school will improve educational choice for the target student population.

The school will also form a Parent Academy to help educate parents on how best to support their child(ren) while navigating difficult circumstances and resources available to them in the local community. Parent Academy classes will focus directly on the needs of the families the school serves. For example, SLAM Miami offers free night school classes for parents to learn English because this is a particular need in the neighborhood. The school is also open to the community in the evenings and on Saturdays providing access to both students and families to computer lab and internet services. This is particularly important for homeless students or those families who may not be able to afford internet at home. Through a comprehensive needs assessment, SLAM AZ will put similar programing in place.

The Academic Coaching program will also support our most vulnerable students by identifying their needs and connecting families with necessary services and resources. The program is structured so the student is at the center of all decisions and the focus is on the best interest of the child throughout. The Academic Coach in this instance acts as the school's "advocate" for the child and works with the counselor and school leadership team in addressing the physical, emotional/social and academic needs of each student. The coach will work with a student for the duration of their career at SLAM. This is important on the level of consistency, especially for children who lack stability due to homelessness and other factors. The school's administration will provide the continued support with the parents and will ensure the communication between the Academic Coach, counselor, and student occurs on a regular basis regarding the students' needs.

SLAM AZ will also have a dedicated parent and family engagement liaison. The liaison will work with a contracted social worker provide necessary service families. SLAM AZ will focus on social

and emotional learning throughout the school day to specifically target student well-being which includes developing an academic mindset, social-emotional growth, character development, and a positive school climate.

3. **Need:** K-12 model that provide a seamless transition as students matriculate from elementary, middle, high school and beyond.

a. **Data evidencing need:** The graph below shows the percentage of students scoring proficient and highly proficient at each grade level progressing into middle and high school in the Mesa Unified Schools. As students matriculate from grade to grade—with increasing rigor in the AZ Standards—academic performance decreases.[11]

Percent of Students Proficient or Higher: Mesa Unified District
2019 AZ Merit State Assessment Results
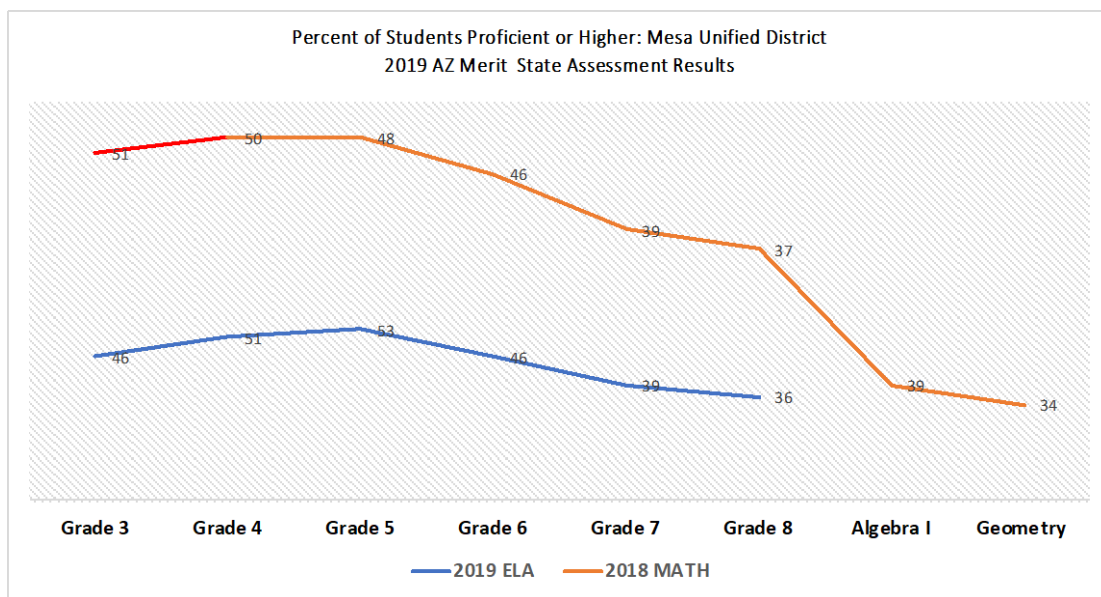
There are countless studies that try to explain this dip in performance. A study conducted by the University of California's Linguistic Minority Research Institute explains that this is "more of a process than an event—a process that, for some students, begins in early elementary school. Poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping

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[11] https://azreportcards.azed.gov/districts/detail/4235

out [of school]"[12] If students do not experience academic success in early school years, the likelihood of them enjoying and being successful in school diminishes as they progress from grade to grade.

Another study conducted by *Education Next in 2010* showed that in the specific year when students move to a middle school (or to a junior high), their academic achievement as measured by standardized tests, declines substantially in both ELA and math relative to that of their counterparts who continue to attend a K–8 elementary school.[13] Student achievement continues to decline throughout middle school and persists at least through 8th grade. The same could be said in the case of students transitioning into high school in 9th grade. Changes in the social setting and culture, the social anxiety of transitioning to a new school coupled with the pressures of increased academic rigor can all be plausible factors for this decline.

b. **Plan to address need**: SLAM's K-12 model provides for seamless transition from one grade to the next; furthermore, from middle to high school and beyond. The following strategies are part of the education program to provide seamless transition from one grade to the next, provide opportunities for acceleration, career exploration and industry students which aligns directly to the outputs of SLAM's mission which is to produce college-bound students and positioned for success in life. Although SLAM Arizona will not serve high school grades during its first charter term, we intend to secure partnerships with state and/or private colleges in order to offer students a wide variety of college course options that will concurrently count for high school and college credit. Providing students with the opportunity to earn college credit at the secondary level will effectively position our students on the post-secondary pathway while lowering the financial burden of college. By offering a seamless K-12 program, SLAM AZ will be able to create an educational culture of high expectations in a nurturing environment that carries students on a path towards success. We eliminate

[12]*"Why Students Drop Out of School: A Review of 25 Years of Research."*
https://www.researchgate.net/publication/268424401_Why_Students_Drop_Out_of_School_A_Review_of_25_Years_of_Research
[13] https://educationnext.org/files/ednext_20104_68.pdf

the cultural pressure of transitioning from one school to another while developing an academic culture of expectations as early as Kindergarten. Students will be empowered to create positive relationships with peers, parents, teachers, and community mentors. This provides a framework for a seamless transition to middle school, high school, and beyond, thus producing career-oriented graduates.

As students matriculate into middle school, they are already ingrained in the culture of SLAM and have established relationships with mentors, teachers and peers. This allows students to tackle the increasing rigor of the standard at each grade level with reduced peer and social pressures associated with this adolescent period of their lives. Core subject matter (language arts, mathematics, science and social studies) continue to integrate sports themes while addressing benchmarks and concepts aligned to the Arizona Standards. The high school program will also offer students opportunities for mentorship/internships and other real-world immersion activities including "on the job" training in grades 11-12.

The program encourages students to maximize their potential and accelerates them to a level where they can attain the greatest educational success starting in middle school. For example, in grades 7 and 8, students will be encouraged to take a minimum of one (1) high school credit course in mathematics, science, or a foreign language. Thus, the model affords the school flexibility with the number of high school course offerings to students in grades 6-8 that most traditional middle schools cannot offer due to staffing capacity.

A 21st century high school must be one that takes every opportunity to expose its students to postsecondary curricular experiences. High school Students at SLAM Arizona will have opportunities for both concurrent and dual enrollment in both core and elective

courses. Students who take full advantage of this acceleration will can earn up to an Associate's Degree by the time they graduate high school; in essence, they will complete their first two years of college (grades 13 and 14) by the end of their 12th grade year. SLAM has an existing relationship with Doral College, which is licensed by the Commission for Independent Education (CIE) and accredited by the Distance Education Accrediting Commission (DEAC). Additionally, SLAM will seek partner with local institutions like Maricopa Community College, Chandler-Gilbert Community College, ASU Polytechnic College and Mesa Community College.

Acceleration: The 6-12 model provides more options for acceleration. Because students are able to take high school courses as early as 7th grade, it will provide more opportunities for AP and Dual Enrollment courses. SLAM will promote 7th and 8th grade students to enroll in at least one high school course so that they will be afforded the opportunity to take AP and Dual Enrollment courses later in their careers. SLAM will strive to make college a reality for all of its students.

College/Career Inventories: Middle school students complete career exploration inventories/assessments to begin exploring what career paths will make learning most relevant to them. This helps our students realize their innate talents and interests. Additionally, students in grades 7 and 8 are enrolled in a career exploratory wheel course to introduce the three career academies that will be offered at the high school level.

Industry Certification: Students grades 9-12 are expected to complete one of the three sports career academies. To be considered an "academy completer," students will receive industry certification in one of Arizona's Career and Technical Education programs aligned to SLAM's Academy of Sports Medicine, Academy of Sports Marketing, Entertainment, Arts and Management, and Academy of Sports Broadcasting. The following CTE courses will be offered that align to the three Career Academies:

Real Life Experiences: Through after school activities, quarterly guest speakers within academy strands, participation in school sponsored events, internship and volunteer opportunities with school partners, SLAM students will have opportunities to benefit from the curriculum and school wide programs beyond the bell. Furthermore, by working with individuals who are established and successful in the sports leadership and management workforce, students gain real-life and hands on experiences, and be able to showcase what their learning through career portfolios and extended projects and presentations.

4. **Need:** Close the achievement gaps and increase achievement of minority, economically disadvantaged and other student subgroups

a. **Data evidencing need:** The tables below reflect the most recent academic performance of the target student population of the surrounding schools in the areas of ELA and Mathematics on State Assessments.[14]

2019 AZMERIT	Minimally Proficient (%)	Partially Proficient (%)	Proficient (%)	Highly Proficient (%)	Avg Proficient or Higher (%)
ELA	41	18	28	13	41
MATH	35	21	26	17	43

As evidenced by student performance results on state assessments on average, more than half of students in the target location are currently not meeting proficiency levels in ELA (61%) and Math (57%). The chart below reflects the average proficiency rates by grade for students in grades 3-5 as evidenced by the 2019 AZMERIT results.[15]

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[14] AZ School Report Cards. Mesa Unified District. *Student Achievement in State Academic Assessment Detailed Results*
https://azreportcards.azed.gov/districts/detail/4235
[15] AZ School Report Cards. Mesa Unified District. *Student Achievement in State Academic Assessment Detailed Results*
https://azreportcards.azed.gov/districts/detail/4235

Figure 1.4

Proficient or Higher	MATH 2019 (%)	ELA 2019 (%)
Grade 3	51	46
Grade 4	50	51
Grade 5	48	53
Average	**50**	**50**

Specifically, in the first year of operation, the school will serve grades K-5. Accordingly, SLAM AZ expects that the incoming student population will have the following academic needs:

– at least 50% of students in grades 3-5 will need interventions and support in mastering ELA/Reading standards; and

– at least 50% of students in grades 3-5 will need interventions and support in mastering mathematics standards.

SLAM expects that at least half of the school's incoming student population will need remediation, interventions and support in mastering state standards (specifically ELA and Math)

Assessment Results - 2019: AzMerit - ELA			
Subgroups	Minimally Proficient (%)	Partially Proficient (%)	Total (%)
All	41	18	59
African American	55	18	73
Asian	29	16	45
Hispanic	52	20	72
Native American	57	19	76
Pacific Islander	40	22	62
White	26	17	43
Multiple Races	35	16	51
ELL (Plus FEP 1-4)	86	10	96
Homeless	63	17	80
Income Eligibility 1 and 2	51	19	70
Migrant	72	16	88
Special Education	75	11	86

Assessment Results - 2019: AzMerit - MATH			
Subgroups	Minimally Proficient (%)	Partially Proficient (%)	Total (%)
All	35	21	56
African American	54	22	76
Asian	21	17	38
Hispanic	46	24	70
Native American	50	23	73
Pacific Islander	35	19	54
White	22	18	40
Multiple Races	32	22	54
ELL (Plus FEP 1-4)	74	17	91
Homeless	58	22	80
Income Eligibility 1 and 2	45	24	69
Migrant	60	21	81
Special Education	67	16	83

b. **Plan to address need**: Using the Rigor, Relevance and Relationships Framework, SLAM provides the formula for students to experience increasing academic success by maintaining:

- Rigorous academic coursework

- Relevant learning opportunities; and

- Relationships with instructors, mentors and peers that encourage student to succeed

SLAM will implement the following best practices to close the achievement gaps and increase achievement of minority, economically disadvantaged and other student subgroups:

- Provide a rigorous curriculum that supports mastery of the Arizona State Standards using research-based instructional strategies;

- Use of sport-themed lessons and activities within the core curriculum to engage students and make subject matter relevant to their daily lives;

- Provide opportunities for targeted interventions, tutoring, and extended day and Saturday support for struggling students performing below grade level;

- Leverage the latest technology and providing real-world immersion initiatives;

- Create and sustaining a culture of high expectations wherein all students are encouraged to maximize their academic potential by taking the most rigorous program in which they can be

successful;

- Set clear and measurable expectations for student success while providing ample opportunities for students to have ownership of the learning process;

- Empower all students to achieve mastery of self-imposed goals (academic, career, self-esteem and character development);

- Differentiate instruction to meet individual learning needs of all students including low SES, homeless, migrant, minority or otherwise at-risk populations, EL and Gifted and Student with Special Needs;

- Continuously reviewing curriculum to ensure a year's worth of learning of all state benchmarks;

- Provide ongoing professional development workshops for staff on applicable instructional strategies and SLAM best practices;

- Provide opportunities for active and genuine involvement of students, families, and community partners in the school's implementation in an effort to create a richer, more nurturing educational experience;

- Implement quantitative and qualitative mechanisms to continuously monitor, assess, restructure and improve curriculum and instruction to achieve continuous student improvement annually;

- Deliver an innovative career exploration program that creates a seamless pathway towards college and careers beyond

- Design and implement a continuous improvement methodology (through RtI/MTSS) wherein student assessment results offer opportunities for differentiated and targeted instruction that is tailored to students' individual needs, ensuring consistent increased student achievement outcomes; and,

- Establish and maintain sound, mutually beneficial partnerships with local educational organizations, state and national sports franchises to provide mentorship and an array of opportunities for career exploration

5. **Need:** Increase graduation rates and college attendance rates

a. **Data evidencing need:** There is a prevalent need in Arizona and across our nation, to close achievement gaps that exist when it comes to successfully preparing students to graduate from high school college ready and pursue higher education. In the target area we expect to serve, there are disparities among graduation rates of underrepresented youth, low SES students and English Learners.

Graduation Rate by Subgroup: 2020 (Cohort 2019)[16]

Mesa Unified District Compared to State
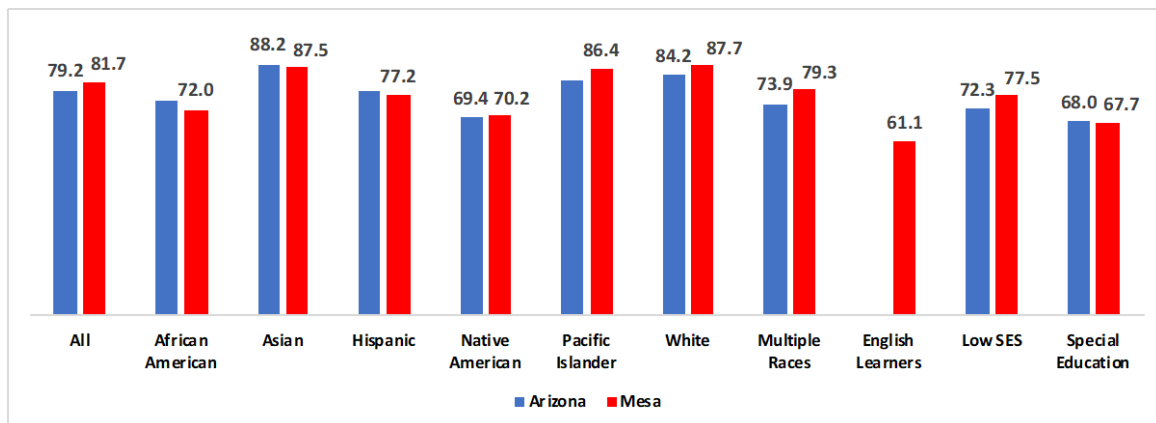
There is an overwhelming need to increase graduation rates and college attendance rates in Arizona. The average graduation rate was 79.2 % in 2019, while the graduation rate of the student population in Mesa Unified School District was 81.69%. [17]

Plan to address need: Attributed to the work of Dr. Bill Daggett[18], SLAM's educational philosophy is grounded on the Rigor/Relevance + Relationships Framework that has been linked

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[17] https://azreportcards.azed.gov/state-reports
[18] http://www.leadered.com/our-philosophy/rigor-relevance-framework.php

by research to higher attendance and graduation rates, stronger test scores, and safer schools. SLAM uses innovative, sports related theme that make learning "relevant" to students; creating "relationships" within the learning community; and challenging students at their instructional level with the academic "rigor" of high standards-based course work. SLAM Arizona will close achievement gaps that are evident in the population it intends to serve while developing its students into passionate individuals with the capacity, preparation, and motivation to be world changers.

Providing a seamless K-12 Model: The University of California's Linguistic Minority Research Institute[19] states, "poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out," therefore, SLAM's K-12 educational model provides a framework for a seamless transition from elementary school to middle school, high school, and beyond, producing college-bound and career-oriented graduates.

The Hope Study conducted by EdVisions claims that academic gains "will be short-lived if not accompanied by deeper levels of change in the learning community along the lines of the Rigor, Relevance, and Relationships."[20]

Increased Engagement Leads to Increased Achievement: When students are engaged in the curriculum, their sense of belongingness increases, truancy decreases, there is a deeper understanding of the content when it is relevant so success is inevitable. Research conducted by Gallup suggests that there is a direct correlation between student engagement and academic success.[21] According to the 2015 Gallup Student Poll, which surveyed over 900,000 nationally, in fifth grade, 75% of students feel involved in and enthusiastic about school, but by 11th grade, the same is true for only about one-third of students. SLAM's model directly combats this statistic by engaging students through sport and making learning relevant to their lives in order to maintain engagement throughout the K-12 journey.

[19] https://www.hws.edu/about/pdfs/school_dropouts.pdf
[20] www.edvisions.com/media/EDocs/ hopestudy3rs.doc
[21] Gordon, G. (2006) Building engaged schools. Gallup Press.

SLAM will use sports to hook and drive student engagement. Sports is a universal language. Think about the Olympics. It is the one-time people from all over the world put their differences aside to participate in fun and healthy competition. Despite the multitude of languages, it is not a barrier to participating whether as an athlete, fan, or career in the industry. Again, sport is about a healthy competition to reach an ultimate goal -- whether is it becoming a professional athlete or competing to get accepted into the best pre-med program in college. SLAM's definition of the word "sports" is not about being the best athlete; rather, it refers to students engaging in positive teamwork as well as competition within the classroom that allows them to experience dealing success, failure and teamwork. SLAM integrates sports themes into a curriculum that teaches the Arizona State Standards to keep students engaged; thus, enhancing relevance. A sports-themed curriculum promotes interdisciplinary teaching by providing a vehicle for integrating content areas in a way that makes sense to children. Students are able to make connections in order to transfer knowledge they learn and apply it in a meaningful way. For example, if the theme of quarter 1 is "Teamwork and Tolerance," students will move through their day and expect to see that theme in other subjects as well. A math teacher may use that theme to show how the x- and y- axis work together to form a slope. If one axis changes, the other will inevitably change. The science teacher may use this theme when doing a lesson on the components of the animal cell and the effects if one part of the cell is not functioning properly.

Maximum Student Potential is Possible When Adolescent Development Needs Match the Educational Environment: *The Hope Study* conducted by EdVisions claims that academic gains "will be short-lived if not accompanied by deeper levels of change in the learning community along the lines of the Rigor, Relevance, and Relationships."[22] *The Hope Study* was designed around the Stage-Environment Fit theory that states, "when the environment meets the needs of developing

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[22] www.edvisions.com/media/EDocs/hopestudy3rs.doc.

adolescents, students are more motivated and engaged in the learning process."7 Adolescence is a critical time for growth and development intellectually, emotionally, and psychologically; therefore, when there is a mismatch between adolescent developmental needs and the educational environment, the results can be detrimental. For this reason, the learning environment at SLAM will be held with equal regard to the curriculum itself.

The Hope Study used surveys that measured the perceptions of students' autonomy, belongingness, goal orientation, engagement, and hope to assess how the students perceive the school environment and respond. Results evidenced that learning environments designed around meeting the developmental needs of students are psychologically healthier places than traditional secondary schools. SLAM will be sensitive to stage-environment fit considers student perceptions of the learning environment to ensure the school is meetings the needs and expectations of its students.

Career Academics Develop College-Bound and Career Ready Graduates: The findings that have emerged from research on career academies to date suggest the following implications for policies aimed at improving high schools and helping students prepare for the transition from high school to further education and work: 1) Career Academies provide a well-defined approach to creating more supportive high school environments and increasing students' exposure to career awareness and work-based learning activities; 2) Among students who are most at risk of dropping out of high school, career academies are an effective means of preventing dropout, increasing school engagement, and helping students acquire the credentials they need to graduate and prepare for post-secondary education; 3) Career academies should build on the effective organizational enhancements they bring to high school reform efforts if they are to improve academic achievement as measured by most standardized tests currently in use.[23]

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[23] http://www.mdrc.org/publication/career-academies-impacts-student-engagement-and-performance-high-school

SLAM's rationale for using "career academy" models is also based on research which demonstrates that career academies improve successful school-to-work transitions without compromising academic goals and preparation for college. For example, *The W.E. Upjohn Institute for Employment Research* found that "Career academies help to keep students in school and to obtain high school degrees." According to the US Census Bureau, 26.1% of the target population in Mesa, Arizona have a college degree.[24] While SLAM takes pride in raising college-bound students, it is equally as important to make sure this population is prepared to transition from school to work. Again, it is in our mission for SLAM Students to persistently pursue excellence in the classroom and in life. We realize that strategically picking a model that supports the needs and interests of the community it's serving have benefits that far outlast the years these students spend in school.

Implementation of the SLAM model to fidelity given proven results network wide: SLAM will help increase graduation rates in the state leading to increased college attendance rates, by implementing the SLAM high school program with fidelity. This program has been extremely successful in serving similar student populations.

2015-16 Graduation Rates: SLAM Compared to Neighboring Schools[25]
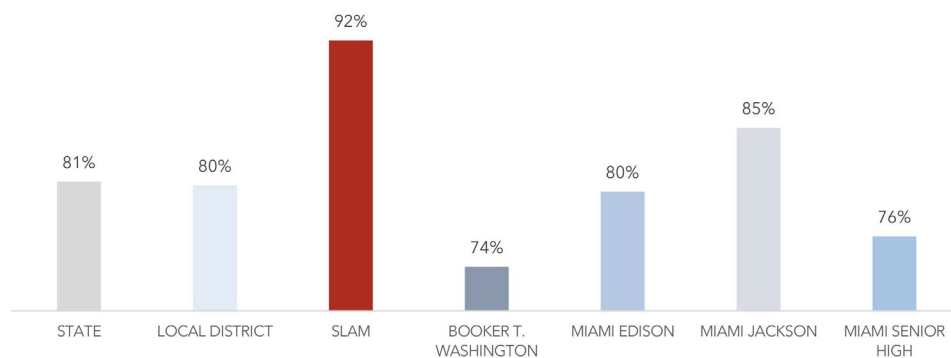
In 2016, the cohort graduation rate of Hispanic students at SLAM (93%) also surpassed the U.S. national average for Hispanics (79 %) and of all students (84%). Ninety-six percent (96%) of these

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[24] https://www.census.gov/quickfacts/mesacityarizona
[25] https://edstats.fldoe.org/SASWebReportStudio/gotoReportSection.do?sectionNumber=3

graduates matriculated to 2-year/4-year college or universities and one percent selected work, military service, or a technical instruction. In 2017, SLAM's graduation rate of 95.5 also surpassed the national average graduation rate (85%). In 2017, again, 96% percent of SLAM graduates were accepted into colleges and universities and earned over 2.5 million dollars in scholarships and financial aid.

The tables below denote SLAM high school graduation rates based on data from the Florida Department of Education in comparison to the local district, state averages.[26]
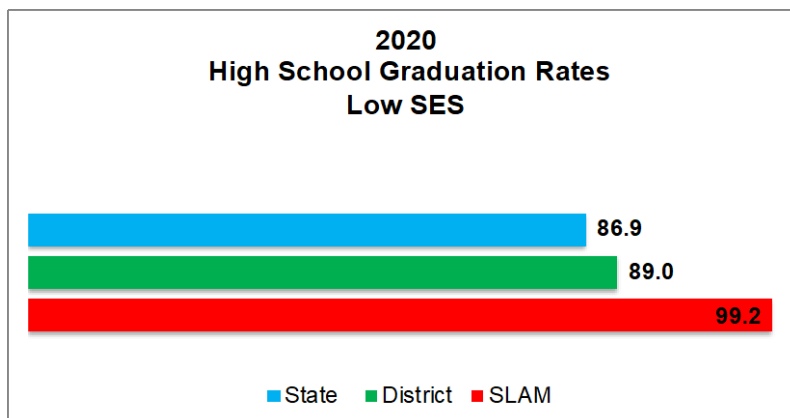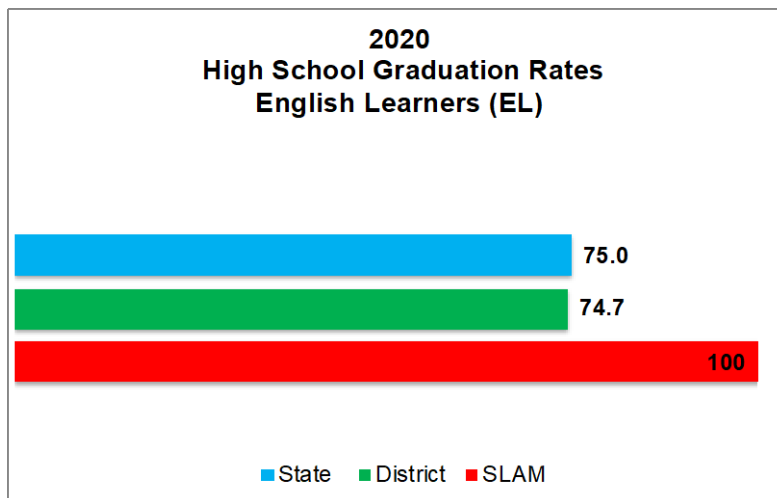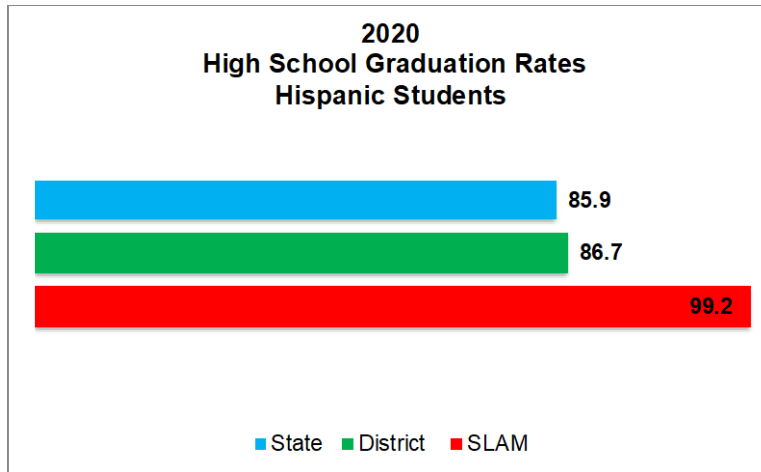
Figure 2.9[27]

2017-2020 Graduation Rates

2017-2020
High School Graduation Rates
SLAM vs. District and State
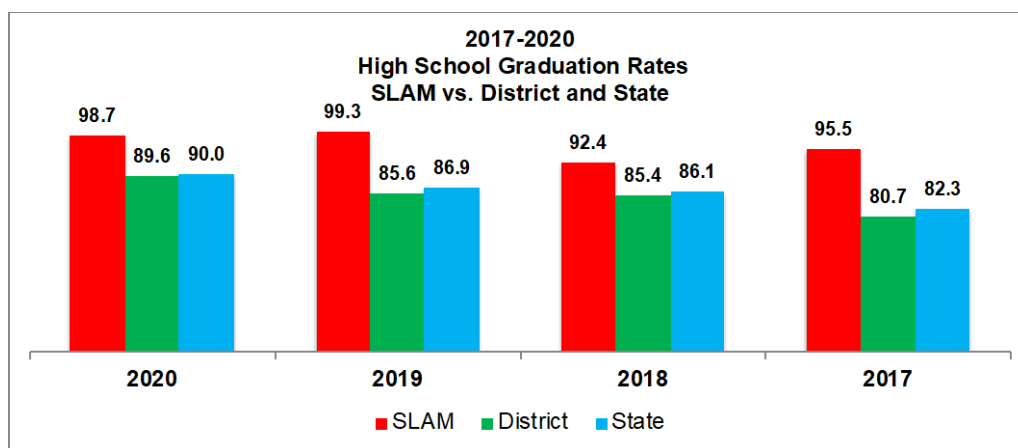
In school year 2018–19, the national adjusted cohort graduation rate (ACGR) for public high school students was 86 percent. Asian/Pacific Islander students had the highest ACGR (93 percent), followed by White (89 percent), Hispanic (82 percent), Black (80 percent), and American Indian/Alaska Native (74 percent) students.[28] The cohort graduation rate of Hispanic students at SLAM surpassed the U.S. national average for all subgroups

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[26] https://edstats.fldoe.org/SASWebReportStudio/gotoReportPage.do?pageNumber=12&tocOpen=open
[27] https://edstats.fldoe.org/SASWebReportStudio/gotoReportSection.do?sectionNumber=1
[28] https://nces.ed.gov/programs/coe/indicator/coi

**2020
High School Graduation Rates
Hispanic Students**

State	85.9
District	86.7
SLAM	99.2

■ State ■ District ■ SLAM

**2020
High School Graduation Rates
English Learners (EL)**

State	75.0
District	74.7
SLAM	100

■ State ■ District ■ SLAM

**2020
High School Graduation Rates
Low SES**

State	86.9
District	89.0
SLAM	99.2

■ State ■ District ■ SLAM

SLAM is transforming the lives of its students, especially for minority and economically disadvantaged students, by increasing the level of education, opportunity and access to advanced coursework and college initiatives. SLAM AZ expects to achieve similar results while using the same initiatives and best practices with the target population.

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

The school leadership team will create partnerships within the local community where SLAM AZ students can connect, volunteer and thrive. SLAM AZ will create a team-like community among students, staff, families and community stakeholders to foster a sense of belonging and support. Through partnerships with community organizations, sports industry leaders and career mentors, SLAM empowers students to succeed academically and socially, thereby increasing the likelihood of their life-long success.

SLAM AZ has a formal partnership with the SLAM Foundation, which serves to connect all SLAM schools through professional development, best practices, curriculum and overall support. The Foundation assist the schools by:

- Training and supporting school leaders and local entities to open and operate SLAM schools that serve their communities
- Supporting the development, research-based validation, and implementation of SLAM's curriculum;
- Facilitating the exchange for innovative best practices throughout the SLAM network
- Providing professional development for school leaders, faculty, and staff in the implementation of curriculum, athletics and school operations
- Securing partnerships with local and national organizations and sports franchises in order to assist SLAM schools in preparing students to be successful in college and careers beyond college.

Through the support of the SLAM Foundation and as part of the SLAM network, SLAM AZ will build a reputable brand that will attract quality leaders and educators. For example, the SLAM Foundation will grant the school access to SLAM Radio, the Foundation's proprietary SiriusXM radio station, which will

broadcast content exclusively created, produced, and presented by high school students from SLAM schools.

Many tech and global companies such as Google, Apple, Microsoft are now dedicating time and financial resources to educating children of all ages in computer science. Leveraging SLAM Foundation's national partners such as Microsoft, NASCAR, and ASU, SLAM AZ will provide interactive, and grade appropriate STEM curriculum and resources designed to produce career pathways for students in grades K-12. SLAM Foundation also partners with Verizon Foundation's *Digital Promise* Initiative. Through the support of Verizon and *Digital Promise*, schools are able to provide free iPads and data plans so that our students to ensure 1:1 technology capability. In addition to free technology and access, Verizon Innovative Learning schools receive extensive teacher training, support, and the opportunity to engage in a unique, immersive STEM curriculum developed by ASU.

On a local level, SLAM is working with WozEd to bring drone program and STEM-based programs for students across grades K-12. Students will gain physical, hands-on experience piloting and spotting for drone missions and learn engineering concepts allowing them pursue careers as certified drone pilots upon finishing the high school certification program. The SLAM AZ board is also working with the Arizona Chamber of Commerce to identify future opportunities for career-related initiatives for students.

Although SLAM AZ will not serve high school grades until Year 5, the school intends to secure partnerships with state and/or private colleges in order to offer students a wide variety of college course options that will concurrently count for high school and college credit. Mesa is home to an impressive array of top-rated educational institutions. Some of these partnerships will include: Mesa Community College, Maricopa Community College, ASU Polytechnic Campus, East Valley Institute of Technology,

Northern Arizona University-Mesa and Benedictine University.

Other potential partners include: Banner Medical Centers, Boeing manufactures, LaunchPoint: Mesa's Technology Accelerator, The Arizona Center for Algae Technology and Innovation (AzCATI).

The school will also seek partnerships with professional league sports team partnerships such as the Arizona Diamond Backs (MLB), Arizona Cardinals (NFL), Arizona Coyotes (NHL), Phoenix Suns (NBA) and Phoenix Mercury (WNBA). Other teams include: Arizona Rattlers (Indoor football, Indoor Football League), Phoenix Rising FC (Soccer, USL Championship League), FC Arizona (Soccer, National Premier Soccer League). Mentorship programs, quarterly guest speakers, career day, and community engagement activities through partnering organizations will enhance students' educational experience and bring real world connections to the program.

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.
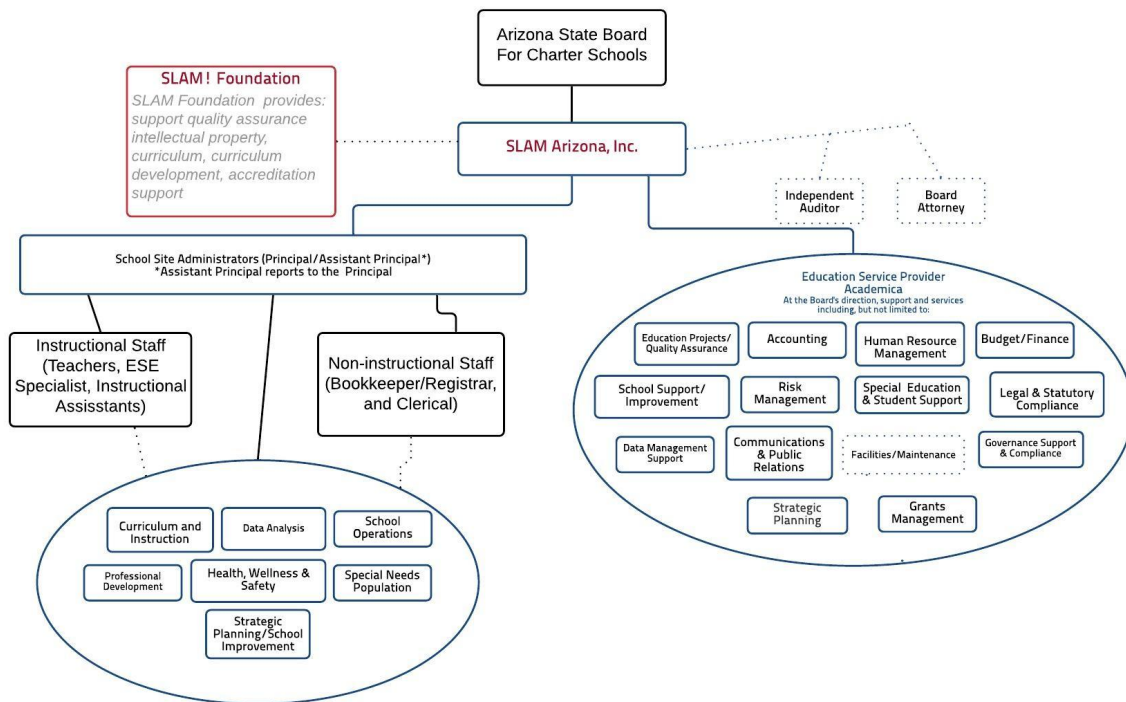
Governance - SLAM Arizona, Inc., an Arizona non-profit corporation, is the legal entity that will operate the school in accordance with its Articles of Incorporation and Bylaws. All powers of the Corporation shall be exercised by and under the authority of the Governing Board of SLAM Arizona, Inc., and the property, business, and affairs of the Corporation shall be managed under the Governing Board's direction.

The corporate board of SLAM Arizona, Inc. will also act as the school's governing body. The board will not establish a separate school governing board. However, SLAM Arizona, Inc. plans to expand the governing board with local representation. This will ensure that the local community has a voice and will further allow the school to effective serve the target population and residents of Arizona.

As the policy--making body for the school, the Governing Board will have the responsibility for the affairs and management of the school. The Governing Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage school funds. The Governing Board determines the academic direction and oversees the operation of the School. Accordingly, the Governing Board will hire, oversee, and evaluate the school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with state and federal guidelines.

The Governing Board will govern according to the Bylaws which stipulate the responsibilities and polices, including specific board member powers by which the Board is legally bound. The Governing Board will perform the following duties, as well as any and all other duties specified in Arizona Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

- Uphold the mission of school which should be at the forefront of all decision making

- Recruit and hire school leader and evaluate school leader annually

- Exercise continuing oversight over charter school operations

- Uphold academic and financial accountability

- Adopt and implement strong internal controls to ensure finances are managed properly

- Review and approve a preliminary annual budget prior to the beginning of the fiscal year and review budget quarterly (at minimum), making revisions as necessary

- Retain the services of a certified public accountant for the annual financial audit

- Review and approve the audit report, including audit findings and recommendations

- Monitor a financial recovery plan in order to ensure compliance (if applicable)

- Comply with all Arizona not-for-profit corporation laws, the corporation's Articles of Incorporation and Governing Board Bylaws

- Provide notice of all meetings (regular, special, or annual) in accordance with open meeting law requirements and Open Records Act

- Comply with all governance training requirements

- Evaluate ESP annually

- Affirm, reverse or modify decision of Independent Discipline Panel during an appeal

- Review any complaint/grievance by a parent/employee brought before it and respond to the parties concerned within a timely manner of receiving the complaint

School Administrators - School administrators include the principal and assistant principal. The Principal reports directly to the board whereas the Assistant Principal reports to the Principal.

Instructional and Non-Instructional Staff - Both the instructional and non-instructional staff of the school fall under the supervision and report directly to the principal of the school.

Supporting Entities

SLAM Foundation - The SLAM Foundation provides support to the SLAM network of schools. The following are specific roles and responsibilities of the SLAM Foundation:

- Support school in the development and implementation of the SLAM educational model

- Provide school with access to a network of SLAM educators, mentors and resources

- Assist to recruit and train educators in SLAM model and best practices

- Support for the implementation of the network's innovative best practices

- Professional development for school administrators, faculty, and staff in the implementation of curriculum, athletics and school operations.

- Provide on-site training for teachers and administrators prior to opening day

- Provide on-site progress monitoring/classroom observations at least four times per year

- Implement the SLAM Teacher Mentor program

- Provide access to secure SLAM Foundation website containing sample lessons for their subject area, coaching videos, sample model lessons, and other instructional resources

- Host an annual conference for all network schools for additional professional development opportunities.

- Expand network of both local and national partnerships

- Assist with fundraising activities (local golf, softball, and fishing tournaments, banner sales, SLAM XM radio advertisements, etc.) to supplement additional programs beyond necessary operational costs (i.e. (after school tutoring, activities and athletics, additional professional development)

Independent Auditor and Board Attorney - SLAM Arizona, Inc. will hire an independent auditor and board attorney. The Independent auditor will provide an audit of the school's finances each year to ensure the fidelity of the school's finances. The board attorney will provide services to provide clarity on any legal matters which may arise.

Academica - Academica, the Educational Support Provider (ESP) will provide "back office" support to the school through a team of individuals with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance.

The ESP reports directly to SLAM Arizona, Inc. Governing Board.

Below are the services provided by Academica:

General services

- Preserve the mission and vision of Governing Boards in all endeavors related to school operations

- Assist the board in preparing petitions for board approval

- Provide leadership and report to Governing Board especially on matters related to the following categories: Budget and Finance; Facilities/Management, Human Resource Management, Risk Management; Quality Assurance; Legal and Statutory Compliance; and Communications. ⌷SEP⌷

Budget/Finance

- Assist with bookkeeping, budgeting, financial reporting and financial forecasting, for board oversight and approval

- Compile data for Governing Board, including but not limited to: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs, enabling the Governing Board to conduct periodic and annual evaluations of the performance of the School

- Deliver General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School's independent certified auditor

- Assist schools with financial accountability

Communications

- Represent Board as requested for public presentations

- Maintain sponsor relations and reporting- serve as liaison between sponsor and⌷SEP⌷governing board

- Provide program marketing, enrollment strategic planning and assistance with community, public and media relations

- Seek grant opportunities and work with schools to develop grant proposals for board approval

- Conduct market studies at the request of the board

- Prepare petitions for board approval

- Assist with community and public relations

Risk Management/Technology

- Assist with food service and transportation coordination, as applicable, and program

- Coordinate insurance and legal compliance for board approval

- Assist schools to develop technology plans, assess and determine technology needs, and coordinate technology services

- Handle claims and risk management and compliance

- Procurement of insurance policies for board and individual school

Education Projects and Quality Assurance

- Assist schools with federal, state and applicable sponsor mandates

- Networking and professional development

- Assist with curriculum development, research and updating, as requested by the board and/or principal

- Assist schools with grant budgeting and evaluation procedures, as well as grant implementation, if necessary

- Assist with process of Quality Assurance as directed by the governing board.

- Coordinate professional development activities as requested by the board

Facilities/Maintenance

- Coordinate facilities management program for schools

- Prepare plans, timelines and budgets to address facilities needs of the schools

- Assist with facility needs and maintenance of schools

- Provide for facilities management and report facilities related issues, concerns, and progress to the board

- Assist with Site selection, facilities design, and respective financing for governing board approval

- Assist with site acquisition and development

- Assist with facility needs and maintenance of schools

- Coordinate land use approvals

Legal and Statutory Compliance

- Assist with legal document drafting and review

- Provide school litigation oversight and assist governing board counsel with legal concerns, matters and/or claims

- Assist with sponsor compliance and reporting

- Assist with contract renewals and contract amendments

- Work with hired legal counsel for the entity

Human Resource/Management

- Coordinate payroll services

- Assist with staffing recommendations

- Coordinate human resources and assist with recruitment, credential verification and hiring procedures

2. a) Create a Logic Model using the graphic organizer provided.
b) Provide a brief narrative description to accompany the Logic Model. See the Logic Model Components Definitions in "Terms to Know" CLICK HERE

Project's Goals & Objectives: If selected, SLAM AZ is determined to use their CSP grant funds in meeting the following goals: 1) Academic Achievement- provide ongoing, sustained, and meaningful professional development to build capacity and foster high-quality instruction to close achievement gaps, particularly those most vulnerable of academic failure; 2) Closing Achievement Gaps - Ensure increased student achievement, annually, using an innovative, pedagogical concept, research-based instructional programs and consistent progress monitoring; 3) Operational Excellence- develop and execute a culture and infrastructure of continuous improvement and provide well equipped learning environments to prepare students to be college and career ready.

The budget is aligned to the project and designed to accomplish the stated goals and objectives. The majority of the grant resources will be used for PD providers and to build "in-house" capacity for sustaining PD and to purchase high quality, state of the art "Classrooms of the Future," SEL curriculum and training, and SLAMified Career and Technical Education equipment and supplies. The project is also aligned with the SLAM AZ Academic Plan and School Charter. The grant is aimed to advance competencies of all stakeholders to ensure that the Leadership Team will be able to sustain the work long after the life of the grant. With SLAM AZ Education Model leadership in place, school funds will be devoted to ensuring that

GOAL 1: Academic Achievement- provide ongoing, sustained, and meaningful professional development to build capacity and foster high-quality instruction to close achievement gaps, particularly those most vulnerable of academic failure.			
Measures	**Action Steps**	**Frequency**	**Evidence of Implementation**

1. Eighty percent (80%) of Instructional staff will demonstrate fidelity to implementing the SLAM instructional model as measured on "Alignment" metrics within rubrics utilized by administrators conducting classroom observations at the end of year 2.	Identify school-wide needs for Professional Development based on data. SLAM Foundation Academic Support Team professional development supports to build capacity of content area teachers to SLAMify or incorporate sports related concepts into lessons to make the curriculum engaging to students.	2022 June and November ongoing quarterly	Student work displayed throughout the school-sites, classroom videos, social media posts, SLAMified lessons and annual PDs, classroom observation rubrics, etc. Summer Workshops; Principal data chats; results from Annual Survey to identify PD needs; Network PD (Innovate)
2. One hundred percent (100%) of teachers will receive professional development. Eighty percent (80%) of teachers attending professional development sessions will Indicate on PD	Provide on-going training, monitoring and sharing of best practices to ensure alignment with the overall mission of the school and the network.	2022 Quarterly and ongoing	Meeting notices, agendas and minutes of virtual meetings held with Academy teachers across the network, professional

feedback surveys that the sessions have Increased their Instructional self-efficacy. (minimum response rate= 80% of attendees)			development surveys.
3. Eighty percent (80%) of instructional staff who participate in collaborative professional development sessions will intensify their supports to students as measured by professional development feedback surveys.	Provide opportunities for collaborative professional support in specific content areas and grade level across network schools and develop a depository of content area resources for teachers to access. Use teacher evaluation systems (classroom walkthroughs and formal observations) to monitor effective instruction for student mastery of standards.	2022 and ongoing	Meeting notices, PLC meetings calendar invites, and minutes or agenda of virtual or in-person meetings held, open collection of resources, links, etc. through online collaborative platform (i.e. Sharepoint), Annual end-of-year AZ MERIT assessment, data comparison, data breakdown by student, Evaluation

			tool used to document feedback to teachers on observations forms

GOAL 2: Closing Achievement Gaps- Ensure increased student achievement, annually, using an innovative pedagogical concept, research-based instructional programs and consistent progress monitoring.

Measures	Action Steps/Team Responsible	Frequency	Evidence of Implementation
1. By the end of the 2023-2024 (Year 2) school year, 60% of students in grades 4-8, who have been enrolled in SLAM since the start of the 2022-2023 school year, will meet or exceed standards in ELA, Mathematics, and Science, as evidenced by scoring proficient or higher on the AZMERIT assessment.	Monitor the implementation of SLAMified lessons designed to engage students in the content areas; Monitor pacing of instruction to ensure standards-alignment. Support integration of sports and career-focused programming and academies (grades K-12) by providing streamlined curriculum resources, course sequence and pacing guides aligned to AZ Standards.	July 2022 and ongoing	Lesson plans, school-wide displays of student work, classroom videos, social media posts, community outreach efforts, external stakeholder partnerships, Career and Technical Education (CTE), etc.
2. By the end of the 2023-2024 (year 2) school year, 60% of students in grades 4-8, who have been enrolled in SLAM AZ since the start of the	Create a data collection system that uses formative and summative assessments to assess student performance in all curriculum areas.	2022 Ongoing Benchmark at least 3	For Diagnostic and PM: Reports from iReady, Achieve 3000, USA Test Prep, Participate in

2022-2023 school year, will meet or exceed the state's Median Growth Percentile average in ELA and Mathematics as measured by the AZ MERIT assessment.		times per year PM: Monthly and/or quarterly Outcome Measures: Annually	district benchmark assessments, IRLA and other programs; use comparison data from baseline and interim Outcome Measures: AZ MERIT, NWEA
3. SLAM AZ students in grades K-8 will grow an average of at least 1.2 GLE (1 year and 2 months Grade Level Equivalent) annually between pre- and end-of-year iReady reading and math assessments.	Analyze formative and summative data to inform instruction and determine areas of growth.	2022 Ongoing schoolwide	Principal's Summit, Principal's report as found on board meeting minutes and data presentations
4. SLAM's average student growth percentile on the 2023-2024 AZ MERIT assessments will grow by at least five points from the 2022-2023 assessment and will reach the 50th percentile	Implement "Classroom of the Future" (COTF) technology and training. Ensure that teachers have access to and properly use research-based instructional resources and computer assisted	2022 and ongoing	Instructional technology devices, cameras, boards, RLI platform, evidence of student usage, accounts, Innovate PD, School-based

if the 2022-2023 score was under 45%.	instructional (CAI) programs aligned to student needs.		PDs, Colegia platform, iReady, Edgenuity, Achieve 3000, USA Test Prep, IRLA and other programs delivered through different digital modalities (laptops, desktops, iPads, etc.). State adopted textbooks and consumable workbooks designed to reinforce classroom instruction

GOAL 3: Operational Excellence- Develop and execute a culture and infrastructure of continuous improvement at corporate and school-site levels

Measures	Action Steps	Frequency	Evidence of Implementation
1. Eighty percent (80%) of SLAM AZ students, parents, and staff will agree or strongly agree that SLAM AZ provides students with an educational	Participate in principals' meetings as venues to share best practices and problem solve in a variety of areas ranging from leadership, data, pedagogy, strategic use of	Quarterly 2022 and ongoing	Principal coalition meeting notices, agendas, minutes, Zoom meetings, and presentations.

environment conducive to learning on a year-end climate survey. (minimum response rate= 80%)	social media for marketing, etc. Ensure that individual school-improvement plans and districts reviews are aligned to corporate strategic goals in order to support replication and school-based needs		
2. One hundred percent (100%) of staff and students will have access to professional and efficient educational environments that promote high-quality teaching and learning.	Facilitate opportunities for Principals, Assistant Principals, Lead Teachers, Grade/Department Level Chairs and Classroom Teachers to discuss common challenges and problem-solving strategies for new school start-up and replication.	Quarterly 2022 and Ongoing	Meeting notices, agendas, minutes, online conferences, corporate retreats attendance, Culture and Climate survey results; board meeting minutes, workshop agendas
3. One hundred percent (100%) of students will have access to SLAM's MTSS and social emotional supports. Eighty percent (80%) of instructional staff who participate in MTSS and SEL professional development sessions to	Adopt a research-based social emotional learning curriculum (SEL) and provide training for educators in Youth Mental Health, First Aid (YMHFA) and SEL curriculum	2019 and ongoing	SEL curriculum training agendas, certificates, YMHFA certificate and agendas, SEL implementation in school curriculum (master schedule,

support at-risk and vulnerable student populations will intensify their supports as measured by professional development feedback surveys.			course scope and sequence)

Arizona Charter Schools Program Logic Model

Project's Objectives:

Inputs	Outputs		Outcomes		
	Activities	*Products*	*Short*	*Medium*	*Long*

Planning: 6-8 months **Implementation: 18-36 months** **Impact: 5 years**

-Resources (salary, equipment, materials, etc. from Arizona Charter School Program Grant – SLA MFoundation Staff time & skills - SLAM AZ staff time & skills - Community partnerships - Volunteers - SLAM research-based programs and blended learning programs -SLAMified lessons and Career and Technical Education equipment and materials

Activities:
- Professional Development (PD) development, monitoring implementation, adapted to meet needs of subgroups.
- Curriculum adoption, implementation, evaluation, revision, adapted to meet needs of subgroups.
- Assessment system development, analysis, adapted to meet needs of subgroups
- Monitoring instruction, evaluating instructional practices, evaluating curriculum
- Organizational and Board infrastructure development

Products:
- All (100%) of SLAM AZ administrators, teachers, and staff will attend research-based professional development activities.
- All (100%) of SLAM AZ students and families will receive support they need to excel, parents feel welcome and a part of the educational process, staff are committed to provide differentiated instruction to ensure positive achievement results.

Short:
- All (100%) of staff complete PD in SLAM AZ's Mission, Vision, and fundamental components of SLAM Learning Education.
- Baseline data analyzed to determine needs and root causes of achievement gaps in target population.
- Alignment of SLAMified curriculum to Arizona Standards and adapted to meet needs of subgroups.
- Community collaboration toward goal of academic achievement and establish Committee with new AZ Members

Medium:
- Ongoing data to guide changes in PD plans (quarterly). All (100%) of staff completely new. Teacher Induction, Data-Decision, Student Support, Curriculum, Culture, and Safety.
- Eighty (80%) of students will demonstrate at least one year's growth in reading and math annually.
- All (100%) of students provided with a technology-enhanced, rigorous college preparatory, SLAMified and Career and Technical Education, professional school environment where they feel safe and supported and are academically successful.

Long:
- SLAM AZ students will maintain year-over-year academic growth and at least seventy (70%) of students are proficient in ELA, Math, and Science as measured by AzMerit.

Assumptions: SLAM AZ Administration, Staff, Students, and Families will be motivated to participate in SLAM Education through intrinsic and external motivators. Student participation in SLAM Learning Education will help foster academic achievement and prepare students for college and career.

External Factors: Social and environmental factors affecting students and families and generosity and support from local groups and businesses.

3. Describe how the governing authority will measure the impact of proposed project through Logic Model's implementation, evaluation, and revision for the life of the grant.

The governing board utilizes the Logic Model to ensure that all aspects of the CSP Grant goals and projects are considered as well as establish shared expectations with the principal. Throughout the CSP Grant cycle and implementation, the Logic Model will serve as the tool for progress monitoring grant implementation and progress towards outcomes. The board will formally evaluate the Logic Model in August annually, but will also receive regular progress monitoring updates at least on a quarterly basis. The board will also utilize the Logic Model in annual evaluations of the selected school leader. The SLAM board will implement the following Data Impact Model in review and revisions to the Logic Model and all CSP grant goals and activities.

Data Collection: Select universal screeners and standardized assessments are used to determine current levels of performance, monitor academic progress, and trend analysis. Appropriate assessments, instruments, and curriculum are used to assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. The governing board uses multiple measures that are consistent with the instructional program including AZ MERIT (Arizona Standards Achievement Test), Measure of Academic Progress (MAP), iReady, Curriculum-Based Measures (CBM), and World-Class Instructional Design and Assessment (WIDA) to provide insight into monitoring the progress of goals as indicated in the Logic Model.

Data Analysis: SLAM's Data Impact Model emphasizes monthly data analysis and school-wide data chats, creating a school-wide culture of using data to drive instructional decisions, data visualization to facilitate understanding data in a visual context, use of data mining and statistics to drive instructional decisions, student use of data binders, assessment breakdowns and

correlations, and analysis of targeted areas for improvement at the teacher and student level, and providing parents with useful information to support their child's academic growth at home.[29] The principal will report data metrics and progress of goals in the Logic Model during board meetings and revise or adjust as needed in response to robust use of data. Revisions to the Logic Model will memorialize programmatic changes based on how the grant is being implemented.

Instructional Practices and Tools: Administrators and data teams utilize information gathered from the data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Teachers adjust their instruction, use supplemental instructional materials grounded in scientifically based research (iReady, ST Math, Ready Classroom, Wonderworks), monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction. SLAM network schools utilize a Power Hour for ELA and Math in order to effectively implement differentiated instruction. Students learn grade-level material during the classroom block, and then are ability grouped during the Power Hour block in order to learn reading and math at their readiness level. The Power Hour schedule configuration provides an excellent infrastructure for providing differentiated learning (interventions for below grade level, supplements-at grade level, and extensions-above grade level) as well as support for Economically Disadvantaged, English Learner, American Indian, and Students with Disabilities. Students, who have been identified through the RTI/MTSS process as Tier 2, receive a minimum of 30 minutes of uninterrupted daily immediate intensive intervention in addition to instruction in the Tier 1, core instruction block. Individual intervention beyond the initial block and Tier 2 is

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[29] Institute of Education Sciences. (2009). Using Student Achievement Data to Support Instructional Decision Making. Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

required for students which have been identified through the RTI/MTSS process as Tier 3. Students in need of immediate intensive intervention may be scheduled for a minimum of an additional 30 minutes daily during the school day or afterschool.

SLAM's *Data Impact Model* for Continuous School Improvement with data-decision making leadership focuses on increasing access to high quality instruction through data-informed decisions with a focus on lowest-performing students. SLAM will utilize PLC Data Chats wherein teachers and leaders meet weekly to discuss individual student data focusing on student achievement, content mastery, and student growth percentiles with a focus on low-performing students to adjust individual student learning plans as needed. SLAM disaggregates data from both qualitative and quantitative sources to support the following initiatives: provide tools for collaborative inquiry;[30] data collection tools and analysis in ongoing cycle of improving instruction;[31] identify critical content;[32] and strategic planning with administration and staff.[33] At the start of the school year, all students take the iReady, Accelerated Reader, ST Math, and MAP Diagnostic Assessments to determine his/her current academic level in reading and math. Diagnostics identify students' performance in one of three tiers: On-Grade or Above Grade Level; On-Grade Level and One Grade Level Below; and Two or More Grade Levels Below. To ensure that SLAM's above identification and intervention methods are working in alignment to all CSP Grant project goals and Logic Model, state assessment result data are cross-referenced with iReady, MAP and WIDA data to determine if iReady is an appropriate predictor and

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[30] National Forum on Education Statistics. (2012). Forum Guide to Taking Action with Education Data. (NFES 2013-801). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
[31] Abbott (2008); Brunner et al. (2005); Halverson, Prichett, and Watson (2007); Kerr et al. (2006); Liddle (2000); Mandinach et al. (2005).
[32] Bigger (2006); Cromey and Hanson (2000); Herman and Gribbons (2001); Huffman and Kalnin (2003); Lachat and Smith (2005); Supovitz (2006).
[33] ibid

indicator of student academic success. Additionally, student growth data provided by iReady, MAP, and WIDA is reviewed each year once students take the end of year iReady diagnostic assessment. iReady provides students with an individualized online instruction at his/her instructional level, ranging from below, on, and above grade level referred to as the "Learning Path." Students who are performing below level receive instruction that helps fill gaps, and high performing students receive instruction that is challenging. This data can be viewed school wide, by grade level, by teacher, and by Power Hour group. Having the ability to view growth data by Power Hour provides administration insight on how the low Power Hour group is performing overall, and more specifically, the RTI students. If students in this group are not making adequate progress, administration follows up to determine adjustments to either the curriculum used during low group Power Hour instruction, the method in which lessons are delivered during this time, or the teacher assigned to teach this group. Data trends are reported monthly to the governing board in "principal reports" including student achievement, grade level proficiency, content mastery, and student growth percentiles. The board will monitor how the resources identified in the model are being used and evaluate if there are any changes required to implement the grant projects and measure the extent to which outcomes are achieved as intended as well as document project accomplishments.

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

The governing board is currently in the process of recruiting two local community members to add to the existing board. The governing board will abide by the SLAM Arizona, Inc. Bylaws which specify the selection, removal procedures, and term limits of Board Members. Below is a summary of the established Bylaws:

Appointment and Term of Office - The officers of the Corporation shall be appointed annually by the Board at the annual meeting. If the appointment of officers does not occur at this meeting, the appointment shall occur as soon thereafter as practicable. Each officer shall hold office until a successor has been duly appointed and qualified, or until an earlier resignation, removal from office, or death.

Vacancies - A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by an election by the Board for the remaining unexpired term of such office. As vacancies arise, the board will fill these vacancies with individuals who demonstrate a commitment to serve and who believe in the mission of SLAM AZ.

Removal of Officers - The Board may remove any officer of the Corporation from his or her office or position at any time, with or without cause.

Resignation of Officers - Any officer of the Corporation may resign at any time from his or her office or position by delivering notice to the President. Such resignation is effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date and the corporation accepts the future effective date, the Board may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date.

Succession of Officers - Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shal1 serve in that office until such officer is either removed or is able to perform his/her services in the following order:

(a) The Vice President shall perform the services of the President.

(b) The President shall perform the services of the Secretary.

(c) The Secretary shall perform the services of the Treasurer.

Succession Plan for Leadership – The SLAM Network has an accomplished and established team that guarantees the human and financial resources to increase, sustain, and ensure the quality and performance of all SLAM schools. The network offers an internal program (the Leadership Institute) to provide training for assistant principals in the organization, who aspire to be principals. Principals recommend teachers and assistant principals to participate in the program which covers all aspects of school operations. In this way, SLAM builds an infrastructure of leaders who are prepared to transition into a leadership role. For example, SLAM Arizona, Inc. has already identified the school principal, Ms. Shannon Beem, who was an assistant principal in the SLAM network.

In the event of a vacancy in an administrator position, the board will consider potential qualified candidates who already work at the school and/or are in the Leadership Program. The board will simultaneously advertise the position to the public. The board will consider candidates who can demonstrate a commitment to the school's mission and are motivated to work in a team-based environment where students come first. The Governing will appoint a screening committee to recruit, interview and recommend to the board qualified candidates. This committee may include current charter school administrators, employees of the organization, current board members and SLAM affiliated personnel. All principal applicants (in or out of network) are screened by this team of professionals. Based on the committee's recommendations, the Board will conduct final interviews of the most qualified candidates and hire the principal. Background checks and fingerprinting are required to complete the hiring process.

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))

SLAM AZ believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at all SLAM schools. Additionally, SLAM schools operate on the belief that students will work up (or down) to the expectations that are set, thus setting nothing less than high expectations combined with a rigorous curriculum will engage leaders and instructional staff in reflective self-assessment and school-wide assessment to identify areas for continuous improvement based on the following pillars of the SLAM Model:

Ownership

- School programs tailored to the students and community to be served

- Stakeholders (board members, parents, teachers, and community) involved in the educational process

- Facilities – Uniquely designed to address the needs of each of its communities

The Culture

- Encouraging setting that gives students sense of belonging

  - High Expectations for all

  - Code of Excellence – fostering Character Development and Ethical Behavior

  - Parental Agreements encouraging high parental involvement

  - Strong Leadership Team

  - Uniform Policy – everyone is part of one family

  - Diverse extra-curricular programs, such as a variety of clubs, sports, and activities

  - Career/College counseling services

Community Partnerships

- Parents, Community, Educational Institutions

- Governments, Business Entities

Rigorous Curriculum Framework

- Aligned Curriculum in Grades K-8

- Student-Centered Instruction

- Technology integration in all content areas

- Targeted After-school and Saturday Tutorial Sessions

- Push-in/Pull-out Remediation and Enrichment Programs

- College Awareness/Career Preparation

- Opportunities for advancement through Advanced Placement (AP) and Dual Enrollment courses

Continuous Evaluation and Improvement

- School Mission and Vision Driven Program

- Responsibility aligned with Accountability

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)*

As an LEA, SLAM Arizona is committed to serving students with disabilities and English Learners (EL). The school has established procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable). Students with Disabilities will receive Free and Appropriate Public Education in accordance with federal and

state requirements (specifically, the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993;

SLAM expects the student population to reflect the demographics within the boundaries of the Mesa Unified District Based on the demographics of the local school district, SLAM expects to serve, at minimum, the following student populations: 57% Minority and predominantly Hispanic (43%); 41% Economically Disadvantaged (35% qualifying for free lunch / 6% qualifying for reduced); 15% Students with Disabilities; 20% English Language Learners. SLAM AZ is committed to meeting the needs of all students, including students with disabilities and English Learners.

SLAM AZ will have open admissions policy and will therefore will be open to any student, including a student who may have a disability or be an English Learner, who submits a application (prior to the posted deadline). If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants will have an equal chance of being admitted through a random lottery process. Enrollment applications will not require information pertaining to minority status, racial/ethnic background, gender, social-economic, EL status, or special education identification. After a student's application has been accepted, parents will be asked during registration if the student has an IEP, or 504 Plan. If the parent marks "Yes" the school will request that the parent/guardian provide the student's current IEP, 504 Plan, and eligibility statement. This information is collected to identify additional support and services that may be needed. In addition, the school registrar will request special education records from the student's previous school.

Identification and Placement of Els – After a student has been accepted during the registration process, the school will survey ALL parents using the Home Language Survey. If a parent answers "yes" to one or more of the questions, then the student will be assessed for English proficiency. Initial EL testing will be completed within first twenty days of entry in the school using AZELLA or other approved assessment.

Meeting the Needs of Students with Disabilities: The school will serve students with disabilities in the Least Restrictive Environment (LRE). Students with disabilities will be educated in the least restrictive environment (LRE) and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students will be educated in the general education classroom with reasonable supplementary supports and services and/or modifications and accommodations as determined by their IEP. An inclusion model with SPED support will be used, as appropriate, wherein the SPED Teacher and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Students with disabilities may receive accommodations in the general education setting as deemed appropriate on each Individual Educational Plan. During IEP meetings, the team will determine accommodations to meet the needs of the students within the least restrictive environment. Supplementary aids and services will be dependent on the individual needs of each child. Students whose needs can be met in the general education setting will receive either direct or consultation

service from the Special Education teacher. Depending on the needs of the students and as stated on an IEP, the following specially designed instructional services may be offered by the Special Education teacher:

- Direct Services—One general education teacher is providing instruction and one Special Education teacher is providing support by meeting with an individual student or small group of students on an individualized basis within a traditional classroom but not as co-teacher. The frequency and intensity of support varies based upon student's IEP needs. Direct Services through a co-teaching model provides the level of support based on general educators and students' need for assistance. Both teachers use collaborative planning to make instructional decisions based on student data.

- Consultation—An inclusion model with Special Education support will be used, as appropriate, wherein one general education teacher is providing instruction and a Special Education teacher is providing documented consultation services in accordance with the student's IEP in relation to the students educational, behavioral, and transitional goals. For consultation services the general education teacher and Special Education teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure the student's success in the general education classroom. The general education teacher and Special Education teacher will regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

SLAMAZ will commit to instruction that incorporates supports and accommodations including:

1) An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan

for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; 2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services; 3) Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the Arizona Standards; 4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; 5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP, EP, and/or ILLP plan, schools offer tutoring services or other such assistance to ensure students remain successful.

Meeting the Needs of English Learners (EL) - SLAM will adhere to all applicable provisions of Federal law relating to ELs, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 and all requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990).

English Learners will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. All teachers will identify EL students and their respective PHLOTE levels to enable delivery of comprehensible instruction, for mastery of state standards. All teachers will utilize EL strategies (which they will document in their lesson plans) as well as alternative assessments appropriate

for EL students. Teachers will also utilize grading guidelines and report card comments as appropriate for ELs.

The curriculum will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The school will provide instruction to EL students in equal amount, sequence and scope, as to non-EL students, by ensuring:

- The same program goals and objectives for ELs as non-ELs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELs)
- Teacher classroom goals and objectives are for mastery of standards
- Instructional delivery, not content, is modified to meet the needs of ELs
- Content area teachers receive appropriate training, and utilize appropriate EL strategies when ELs are enrolled in their classes
- All ELs participate in statewide assessments – and accommodations are provided in accordance with state and federal mandates and guidelines

Primary Instructional Strategies: Apart from providing the specific services listed in the ILLP Plan, faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance such as what is offered to non-EL students, to ensure students are successful.

EL/Reading strategies in the content areas will be facilitated throughout the curriculum to

provide additional practice in addition to those taught during language arts classes. Teachers will PHLOTE endorsed, trained and expected to use and document strategies through lesson plans, classroom settings, materials used, audio/visuals, and grade book, etc. For example, teachers may adapt lessons and content for EL students by:

- Reflecting on teaching to oral, visual, auditory, and kinesthetic learning modalities;

- Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson;

- Adding vocabulary word banks to student activities;

- Adapting text so that the concepts are paraphrased in easier English;

- Eliminating non-essential details and building on what ELs already know;

- Simplifying vocabulary and sentence structure and pre-teaching vocabulary in context;

- Using embedded or yes/no questions;

- Giving ELs questions in advance so that they can prepare to respond in class;

- Introducing concrete concepts and vocabulary first;

- Teaching students to categorize their information using graphic organizers;

- Demonstrating highlighting techniques for important information

- Reviewing and repeating important concepts and vocabulary;

- Providing concrete "real" examples and experiences;

- Teaching ELs to find definitions for key vocabulary in the text;

- Helping ELs become acquainted with their textbooks (table of contents, glossary, etc.); and

- Modeling thinking processes for students using "think-alouds."

Faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Standards will be provided with appropriate supports and interventions as follows:

- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes.

- Daily pullout tutoring as well as after school tutoring may be required for those students consistently demonstrating non-mastery of the standards.

- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELs document the strategies used for each lesson in their lesson plans.

Additional Questions for the following:

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.

SLAM Arizona is not expanding/replicating with an in-state CMO. This question is not applicable.

Option C – Freestanding or Expansion/Replication affiliated with out-of-state CMO.

7. Describe the extent to which one or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation.

SLAM schools have not been closed or had a charter revoked or had their affiliation with revoked or terminated, including through voluntary disaffiliation. This question is not applicable.

8. Describe the extent to which one or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter.

SLAM schools have not had any significant issues in the area of financial or operations management or student safety or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter. This question is not applicable.

School Site Questions

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.

Our K-12 model provides a seamless transition from elementary to middle and from middle to high school, which allows minority students to benefit from acceleration initiatives. SLAM's curriculum is specifically tailored to ensure that all students meet and/or exceed the requirements for middle school promotion and high school graduation while allowing for advanced preparation through electives and honors and advanced placement coursework. SLAM AZ will work to ensure that all students graduate and are college and career ready. This work begins as early as Kindergarten. Through a seamless K-12 college preparatory model described in A.3, SLAM AZ will address the unmet needs of college preparation, performance, affordability, equity and access for underrepresented students. **SLAM will increase minority participation in dual enrollment coursework as an avenue to close the academic achievement gap through the following initiatives:**

Acceleration: Our program provides more options for acceleration for all students. Because students are able to take high school courses as early as 7th grade, we provide more opportunities for acceleration. SLAM will encourage 7th and 8th grader to enroll in at least one high school course so that they will be afforded the opportunity to take AP and Dual Enrollment courses later in their high school careers.

This best practice has proven successful at SLAM Academy Miami with a predominantly minority student population. During the 2017 school year, 39% of middle school students were enrolled in high school level courses; 15 middle school students and 60 high school students (10% of the student body) earned dual-enrollment college credits.

In 2018, 18 middle school students and 24% of high school students (169) were dual-enrolled and receiving college credit while at SLAM Middle/High. As a result, 96% of SLAM graduates were

accepted into colleges and universities and earned over 2.5 million dollars in scholarships and financial aid in 2018. SLAM also achieved 99% College and Career Acceleration Rate (see Figure 1.14 above) making it one of the highest-ranking high schools in Florida for this component of the State's Accountability System.

College preparation: In the Spring of 2019, SLAM Miami had 29% of 9th graders take the PSAT 8/9 compared to only one percent (1%) of the local district and state of Florida's 9th graders. SLAM students also outperformed peers in ERW, and Math scores compared to the district and state average scores. By exposing them to these advancement opportunities early on, students are better prepared to take the SAT/ACT examinations in preparation for college.

Figure 3.6
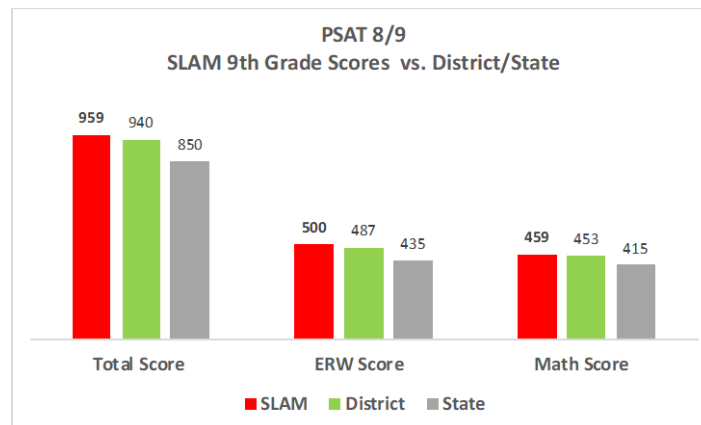
College/Career Inventories: Middle school students will complete career exploration inventories/assessments. This will help students realize their innate talents and interests. Middle school students will also be enrolled in a career exploratory wheel course to introduce the three career academies that will be offered at the high school level. Research has identified middle school as a time when students can benefit the most from career exploration. According to the Association for Technical and Career Exploration: "Career exploration engages middle school

students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments. It also capitalizes on their developing abilities to think abstractly, and their preferences for teamwork and active learning through relevant real-life scenarios. These preferences make middle school a natural time for students to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration activities."[34]

Career/Industry Certification: SLAM Academy intends to offer career/industry certifications at the high school level that support the College and Career Pathways aligned to the AZ Career and Technical education programs.

Real Life Experiences: Through after school activities, quarterly guest speakers within the academies, internship and volunteer opportunities with school partners, SLAM Academy students will benefit from the curriculum and school-wide programs beyond the bell. By working with individuals who are established and successful in the sports leadership and management workforce, students will gain real-life and hands-on experiences and be able to showcase their learning through career portfolios and extended projects and presentations.

Partnerships for Higher Education Opportunities: National research indicates that partnerships with colleges provide significant opportunities for educationally disadvantaged students to have the available resources, funding, curriculum, and guidance to enter post-secondary education. In response to the particular issues of cost and minority access to college, many school districts have formed articulation partnerships with local colleges for dual enrollment. While this may alleviate costs, it fails to remedy the lack of equity and access for *minority and low SES* students.

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[34] https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf

SLAM will meet the largely unmet needs of college preparation, performance, affordability, equity and access specifically for *minority* students by integrating middle, high, and post-secondary academic programs. The program by design, provides a seamless middle and secondary to post-secondary program aligned to college preparatory curriculum. We will bridge the high school to college gap by integrating partnering colleges within our school program. By increasing college readiness as early as the 6th grade, with specific focus on *minority and low SES* students, SLAM AZ will increase the percentage of college-ready high school graduates and college-enrolled students, thereby reducing the achievement gap.

Although SLAM AZ will not serve high school grades until Year 5, we intend to secure partnerships with state and/or private colleges in order to offer students a wide variety of college course options that will concurrently count for high school and college credit. Mesa is home to an impressive array of top-rated educational institutions:

- Mesa Community College

- Maricopa Community College

- ASU Polytechnic Campus

- East Valley Institute of Technology

- Chandler-Gilbert Community College-Williams Campus

- Northern Arizona University-Mesa

- Benedictine University

- Upper Iowa University

- Wilkes University

SLAM will seek collaborative partnerships with these and other educational institutions to provide all students with the opportunity to earn college credits at the secondary level which will

effectively position our students on the post-secondary pathway while lowering the financial burden of college. Our model will provide educationally disadvantaged students with access to higher education by bringing the college courses to the high school campus and allowing our students to enroll in tuition-free dual-enrollment coursework. This is particularly important since the needle is not moving on the rate of Arizona high school graduates going on to college. This will be especially important since 57% of our target population is economically disadvantaged.

As described in detail above, the inception of this unique program will expand educational choice for the target population by bringing a innovative program (which does not currently exist in the target area) to provide families with more educational choices. The inception of this unique program will improve educational choice for the target population:

- by addressing the need for high standards of student achievement through implementation of a rigorous and relevant educational program;

- by preparing students to meet the needs of Arizona's growing industries in Tech, Medical and Sports-industry Tourism fields

- by providing an innovative program that increases student academic performance from grade to grade

- by increasing Increase Graduation Rates and College Attendance Rates

- by closing Achievement Gaps and increasing academic achievement of minority, economically disadvantaged (low SES) and other student subgroups in the target area

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?

SLAM is nonprofit network of public charter schools serving students in grades K-12 throughout the nation.   SLAM schools are open to all students, regardless of academic, socioeconomic background, race, gender or ethnicity. SLAM currently serves families on 10 campuses in 4 states (FL, NV, GA, TX). All current SLAM schools are accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.

At SLAM we believe in: (1) Setting Rigorous expectations for all; (2) Providing relevant and meaningful learning opportunities; (3) Engaging students in the learning process by leveraging their love of sports; and, (4) Providing opportunities for genuine relationships among students, teachers, families, and the community. The outcomes will evidence that SLAM's innovative K-12 model closes the achievement gap and increase graduation rates for the population it serves, prepares all students for college and beyond, and develops passionate individuals with the capacity, preparation, and motivation to be world changers.

K-5 Focus—The University of California's Linguistic Minority Research Institute[35] states, "poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out," therefore, SLAM's K-12 educational model provides a framework for a seamless transition from elementary school to middle school, high school, and beyond, producing college-bound and career-oriented graduates. Students in grades K-5 will establish a strong foundation, with a commitment of developing the whole child. Students are engaged in:

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[35] https://www.hws.edu/about/pdfs/school_dropouts.pdf

Sports-infused lessons that develop

Lifelong learners who persistently pursue

Academic and personal excellence and are

Motivated to become world changers.

Part of building a strong foundation is developing the whole child. Students will begin their day in Home Team, a time that is designated to well-being which includes developing an academic mindset, social-emotional growth, character development, and a positive school climate. Another part of establishing a strong foundation is putting in place building blocks that will put our students ahead of the game in the future. By 2020, the U.S. Bureau of Labor Statistics predicts there will be 1 million more computer science jobs than graduating students qualified for them.[36] SLAM is by preparing students to be qualified for the jobs of the tomorrow by creating STEM pathways today.

6-12 Focus—Students in grades 6-12 prepare for post-secondary careers through academies in Sports Medicine, Sports Broadcasting, and Sports Marketing, Entertainment, Arts and Management. Students have unique access to career mentors and internships through educational partnerships with local and national organizations. High school students also have the opportunity to earn college credit through SLAM's robust dual enrollment and advanced placement programs.

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[36] https://obamawhitehouse.archives.gov/blog/2013/12/11/computer-science-everyone

How Our Students Learn: Arizona State Standards are taught through a rigorous, standards-based curriculum. While the integrity of "what" is being taught (i.e. Arizona State Standards) is implemented with fidelity, SLAM teachers take an innovative approach to "how" the standards are taught.

Sports-Themed Curriculum— SLAM integrates sports themes into a curriculum that teaches the Arizona State Standards to make learning relevant increase student engagement. This aligns with interdisciplinary teaching, one of SLAM core instructional method by providing a vehicle for integrating content areas in a way that makes sense to students at every grade level. Students are able to make connections in order to transfer knowledge they learn and apply it in a meaningful way. For example, if the theme of quarter 1 is "Teamwork and Tolerance," students will move through their day and expect to see that theme present in all courses. A math teacher may use that theme to show how the x- and y- axis work together to form a slope. If one axis changes, the other will inevitably change. The science teacher may use this theme when doing a lesson on the components of the animal cell and the effects if one part of the cell is not functioning properly. Because SLAM will set rigorous standards for all, it is also important to explore themes such as failure and resiliency. The sports themes enhance the content being covered by allowing students to make connections across various disciplines to enhance relevancy.

SLAM-ified Lessons— The integrity of "what" is being taught (i.e. Arizona State Standards) is maintained with fidelity; however, all teachers are required to SLAM-ify "how" the standards are taught. By definition, SLAM-ify means to teach standards through sports concepts, whether it's connecting division directly to batting averages or having students work together on a project in the spirit of teamwork. This is yet another way for students to connect their

core subject to the real-world. For example, during a history lesson, a teacher may describe common terms used in sports such as football to relate to battle terms used in war (e.g., "in the trenches" or the "blitz"). In a geometry lesson, students may learn about angles by designing replicas of sports stadiums/arenas. In science, students may learn about friction by examining the effects of a ball or puck on different surfaces. In doing so, this will further enhance the relevance of the subject matter and allowing students to apply their knowledge across disciplines and in real world predictable and unpredictable situations.

SLAM Arizona commits to adopting digital and text-based instructional curriculums that are fully aligned to Arizona State Standards and the Program of Instruction to ensure that our students meet and exceed expected levels of proficiency in mastering the AZ Standards annually. The SLAM Foundation will support the school in the implementation of best practices, curriculum adoption, creating a standards-aligned curriculum, developing course scope and sequences, selecting supplemental materials, and providing ongoing Professional Development. SLAM Arizona, Inc. will hire and oversee the principal who is responsible for oversight of curriculum implementation.

- SLAM Arizona, Inc.'s Governing Board will appoint a screening committee to recruit, interview and recommend to the board qualified candidates. This committee may include current charter school administrators, employees of the organization, current board members and SLAM affiliated personnel.
- Based on the committee's recommendations, the Board conducts final interviews of the most qualified candidates and hires the Principal

Through affiliation with the SLAM Foundation, SLAM Arizona, Inc.'s Governing Board will have access to a curriculum support team comprised of founding SLAM principals and current educators who understand the needs of the target student population. This leadership team along with the school principal will convene during the planning year (2021) to analyze SLAM's core and supplemental curriculum for grades K-5 to ensure alignment to Arizona Standards. This team will review and evaluate SLAM's current curriculum/instructional materials and text for alignment to Arizona State Standards. The SLAM model to be replicated uses Common Core Aligned curriculum in ELA and Math. Accordingly, this will allow for seamless integration with Arizona State Standards in ELA and Math. Based on their findings, the team will develop a crosswalk document by core area showing curriculum already aligned and areas where adoption of state-aligned curriculum is required (as needed in all core areas).

In the planning year, the school principal will create a Curriculum Council to work as Professional Learning Communities (PLCs) as new faculty and staff is hired. PLCs may include core lead teachers, EL and SPED teachers, specialists, counselors, RtI/MTSS team, and administrators. PLCs will benefit from tailored professional development opportunities that allow teachers and administrators to share and reflect on best practices, discuss new research findings, review educational journals, implement technology, and examine student work. As the school grows, the principal will align the school's master schedules to also accommodate common planning, both within grade levels and across subject areas to allow for development of school PLCs.

After reviewing SLAM's current curriculum and based on findings, the Curriculum PLC will research new curriculum options (instructional core and supplemental materials) as necessary that are aligned to AZ standards using guiding documents and resources from (but not limited to):

- Arizona Department of Education – Standards in all Core Areas including current Science Standards
- U.S. Department of Education's Institute of Education Sciences
- What Works Clearinghouse
- Arizona Literacy Partnership (AZL)
- National Center for Education Evaluation and Regional Assistance (NCEE),
- *National Center for Science* Education
- The National Center for Literacy Education

The Curriculum PLC will evaluate curriculum programs and materials in Reading, Writing, Math, and Science using an Evaluation Rubric to be completed for each content area by members of the PLC committee.

The PLC will then use the rubric to verify the curriculum is aligned to AZ standards in all core areas and current AZ Standards in Science. Once verified, the PLC will select curriculum options which: (1) are aligned to Arizona State Standards in Reading, Math, Science, Social Studies and all other AZ standards (2) show documented empirical *evidence* of effectiveness and have evidence-based effective results in serving at-risk, minority, EL, Special Needs, low SES, and/or students below grade level.

Through PLCs the school's Curriculum Council will continuously evaluate and assess school-wide curriculum based on progress monitoring results and make data-driven decisions in

alignment with student needs and future AZ adoptions. At minimum, through mid-year and end-of-year data analysis of student performance (school-based assessments, internal progress monitoring and State assessment data) this team will determine curriculum needs based on student progress toward mastery of the AZ standards. The leadership team, based on input from the established Curriculum Council, will make informed decisions about curricular needs from year to year, ensuring that the research-based curriculum and supplemental materials are serving the needs of the target population in mastering AZ Standards annually.

The principal will report to the Governing Board at regularly scheduled board meetings and the Board will approve and adopt all curriculum evaluated and proposed by the Curriculum PLC committee.

SLAM's core curriculum (English, Mathematics, Science and Social Studies) is aligned to Arizona State Standards and the educational philosophy to bring rigor, relevance, and relationship to the learning environment. The integrity of "what" is being taught (e.g. Arizona State Standards) is maintained with fidelity; however, SLAM distinguishes itself from other educational models through an innovative approach to "how" the standards are taught. In order to drive student engagement, SLAM AZ will have a thematic approach toward delivery of the Arizona State Standards, emphasizing themes of sports leadership, arts, and management in the core subject areas of English, Math Science, and Social Studies.

Scope and Sequence: Teachers will develop an Arizona State Standards based scope and sequence or pacing guide for each course. This will serve as the foundation for lesson plan development and ensure that all standards are addressed over the course of the school year. To ensure fidelity of the curriculum, teachers will reference the textbook, supplementary materials, and manipulatives that will be used to support content mastery of Arizona State Standards for all

learners. In addition, teachers will use a Common Board Configuration (CBC), which will be uniform both in location and format in all classrooms K-12. This provides students (and any other stakeholder entering the room) with a structured overview of the instructional plan for the day. By including the objectives and standards in the CBC, the purpose is set for the student. Setting the purpose of each lesson will increase student buy-in.

Instructional Materials and Resources: SLAM will adopt research-based instructional materials, both core and supplemental, that have proven results at existing SLAM schools serving similar populations.

Core Content Area Curriculum Aligned with Philosophy: While SLAM AZ will remain innovative in its practices as students' needs and strengths shift, we believe that our best practices should always be grounded in research yet transforming to meet the changing needs of our students. The core curriculum demonstrates commitment to the 3 R's Framework (Rigor, Relevance and Relationships). The three R's represent the essential components that must be in place to effectively prepare students for the demands of the 21st Century and achieve our mission to produce college-bound graduations that are positioned for future success. These tenets drive the selection, implementation, and assessment of the core curriculum. To ensure alignment with our educational philosophy, the curriculum will provide rigor in all subject areas by establishing expected student performance from the start, aligning instruction with assessment, and framing lessons that focus on the high end of the knowledge taxonomy. Project - based learning, real-life problem-solving activities, and sports-themed lessons add relevance to student learning. Lastly, through relevant coursework, students will have opportunities to foster genuine relationships among peers, families, and community mentors to create richer learning communities.

SLAM expects the student population to reflect the demographics within the boundaries of the Mesa Unified District as described in Section A.2. Based on the demographics of the local school district, SLAM expects to serve, at minimum, the following student populations: **57%** Minority and predominantly Hispanic (44%); **59%** Economically Disadvantaged (51% qualifying for free lunch / 8% qualifying for reduced); **15%** Students with Disabilities; **7%** English Language Learners.

Based on academic achievement data of target population, we expect that more than half of the school's incoming student population will need remediation/interventions and supports in mastering state standards (specifically ELA and Math). Specifically:

- Low SES (represent 59% of the target population):72% Non-proficient in ELA and 69% % in Math

- Hispanic Students - (represent 44% of the target population): 74% Non-proficient in both ELA and 71% in Math

- Special Education (representing 15 % of the target population): 80% Non-proficient in ELA and 86% in Math

- African American Students - (represent 4 % of the target population): 76% Non-proficient in ELA and 75% in Math

- English Learners (representing 7% of the target population): 97% Non-proficient in ELA and 75% in Math

- Native American Students (representing 4 % of the target population): 79% Non-proficient in ELA and 75% in Math

The curriculum will be adapted to address the curriculum needs of targeted subgroup populations as outlined below:

The School will use the RtI/MTSS (Response to Intervention/ Multi-Tiered System of Supports) framework for making informed decisions about students' individual academic needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. The RtI team will be responsible for developing progress monitoring plans that identify assessments used for diagnosis, placement and monitoring of students who are struggling. SLAM administration will organize school resources so that students receive instructional support in a timely manner based on student assessment data.

Using this process, the school will be able to support the targeted student population and provide early interventions in order to prevent academic, social-emotion, and/or behavior difficulties early on. The school will also gather data on other issues such as student homeless and will provide supports and services through partnership with local organizations.

Students below grade level: At the beginning of each school year the school leadership team will meet to review the baseline/screening data and identify students in need of additional supports. These may involve additional instructional time in ELA or Math instruction, tutoring services, etc. SLAM will identify and meet the learning needs of students who are performing below grade level and/or struggling to master the curriculum. The school will monitor student progress using the Response to Intervention (Rti) process. RtI combines high quality core instruction, assessment, and intervention within a multi-tiered system to increase student achievement within the general education curriculum:

Research Based Instruction Materials				
Grades	Content	CORE Curricula	Supplemental & Technology	Rationale
K-5	English Language Arts	McGraw Hill, *Wonders*[37];	McGraw Hill Wonderworks Intervention; iReady[38]; Smarty Ants/Achieve 3000[39]	Adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for Differentiated Instruction (DI)
6-12	English Language Arts	iReady; McGraw Hill, *Study Sync*[40]	iReady; Achieve 3000[41]	Adopted program designed to meet the individual needs of all learners, students read and analyze a wide range of texts in genres and also learn to write in various forms and is aligned to Advanced Placement coursework and prepares students for high-stakes assessments and college courses.
K-5	Math	Zearn[42]	iReady; ST Math[44]	Adopted program designed to meet the individual needs of all

[37] https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf

[38] U.S. Department of Education. *Evaluation of Evidence-Based Practices in Online Learning a Meta-Analysis and Review of Online Learning Studies.* Accessed from: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

[39] https://www.evidenceforessa.org/programs/reading/achieve3000-secondary

[40] https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

[41] https://www.evidenceforessa.org/programs/reading/achieve3000-secondary

[42] https://about.zearn.org/research

[44] https://www.evidenceforessa.org/programs/math/st-math-spatial-temporal-math

Research Based Instruction Materials				
Grades	Content	CORE Curricula	Supplemental & Technology	Rationale
		Curriculum Associates, *Ready Mathematics*[43]		learners, includes multiple resources to ensure that all students are meeting state requirements for math and provides comprehensive interventions.
6-12	Math	enVision;[45] Edgenuity[46]	iReady;[47]	Adopted program fully aligned with NCTM Principles and NV Standards for Mathematics and designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving, prepares students for high-stakes assessments and college courses.

[43] https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-math-blended-essa-2-research-brief-ay-2017-2018.pdf
[45] https://files.eric.ed.gov/fulltext/ED538671.pdf
[46] https://www.edgenuity.com/the-difference/research-foundations/
[47] U.S. Department of Education. *Evaluation of Evidence-Based Practices in Online Learning a Meta-Analysis and Review of Online Learning Studies.* Accessed from: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

Research Based Instruction Materials				
Grades	Content	CORE Curricula	Supplemental & Technology	Rationale
K-12	Science	Fully Optional Science System (FOSS)[48]		Adopted program taught via modules to empower students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.
K-12	Social Studies	Studies Weekly; McGraw Hill, *Discovering Our Past, Global History and Geography*		Adopted program to prepare students to participate intelligently in public affairs, its component disciplines foster in students the knowledge and skills needed to understand current political and social issues.

Tier 1 – Universal Instruction: high-quality classroom instruction for all students. This tier ensures that students are not struggling due to poor instruction. Tier I instruction will focus on research-based instructional practices based on the AZ Standards and SLAM model for each specific content area. The recognition of diverse learners is essential in planning lessons since each

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[48] https://cresst.org/publications/cresst-publication-3153/

individual has varying skills and experience with reading, writing, thinking, problem solving, and speaking. The teacher's responsibility will be to connect content, process, and product. For example, differentiating content will include using various delivery formats such as video, readings, lectures, or audio. Content may also be chunked, shared through graphic organizers, addressed through jigsaw groups, or used to provide different techniques for solving equations. Differentiating process will include providing time for students to reflect and digest the learning activities before moving on to the next segment of a lesson. Furthermore, group work is essential to build upon social skills and implement the importance of collaboration. Providing time for group work allows students to engage in conversations and exchange thoughts and ideas amongst one another. Moreover, incorporating problem solving and real-world issues into class curriculum will enhance student's understanding of key concepts. Finally, choice is an important factor in the incorporation of differentiated instruction. By giving students assignment options they feel they have a stake in their education and remain more engaged, while also revealing to teachers their students' interests and diverse needs that can be used to develop future class content. To maximize instruction students will be offered more of the following:

- Repeated opportunities for practice and review;

- Additional opportunities for correction and feedback;

- Increased time on task, engaged in instruction and practice; and

- Drill repetition and/or practice review.

When Tier 1 strategies have been implemented and a student shows no signs of significant improvement, SLAM will provide additional attention, focus, and supports.

Tier 2 – Targeted Interventions: Students identified as "struggling" will receive research-based supports through small-group instruction. Tier 2 interventions will begin as soon as possible after

students have been identified through screening or benchmark assessments and will be monitored more frequently than students in Tier I to ensure the effectiveness of the instruction or the specific interventions (academic or behavioral). Materials and strategies will be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and will be implemented with fidelity. Materials and strategies will also be aligned with Tier 1 instruction, and will include more opportunities for modeling, providing examples, corrective feedback, and student practice.

Tier 3 – Intensive Interventions: Student not responding effectively to Tier 2 instruction, will receive individualized, targeted interventions. These will provide more frequent, intense, and individualized interventions. As soon as a student shows no significant improvement to Tier 2 strategies, the school's RtI/MTSS team will provide the structure for Tier 3 interventions. These will be provided by a specialized teacher/counselor who is highly skilled in the particular area of weakness. Tier 3 interventions can happen in the general education classroom but will usually take place outside the classroom (could be before or after school). Materials and strategies will be specialized research or evidence-based interventions based on the needs of the students who will receive the intervention. Instruction will include more opportunities for modeling, providing multiple examples and a wider range of examples, corrective feedback, etc.

If the team finds that Tier 3 strategies implemented with fidelity are not effective, the student may be referred for special education evaluation.

Supporting Students with special needs: Ensure SLAM – AZ curriculum allows educationally disadvantaged students including students entering below grade level, to benefit highly from the core curriculum.

Students with Disabilities: The school will serve students with disabilities whose needs can be met in a regular classroom environment with the provision of reasonable supplementary supports and services and/or modifications and accommodations as Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. An inclusion model with SPED support will be used, as appropriate, wherein the SPED Teacher and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. Students with disabilities may receive accommodations in the General Education setting as deemed appropriate on each Individual Educational Plan. During IEP meetings, the team will determine accommodations to meet the needs of the students within the least restrictive environment. Supplementary aids and services will be dependent on the individual needs of each child. Those students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the SPED teacher. Students whose needs can be met in the general education setting will receive either consultative or collaborative service from the Special Education teacher. Depending on the needs of the students and as stated on an IEP, the following collaborative services may be offered by the Special Education Teacher:

- Consultation—An inclusion model with Special Education support will be used, as appropriate, wherein one general education teacher is providing instruction and a Special Education teacher is providing documented consultation services in accordance with the student's IEP in relation to the students educational, behavioral, and transitional goals.

For consultation services the general education teacher and Special Education teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure the student's success in the general education classroom. The general education teacher and Special Education teacher will regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

- Support facilitation—One general education teacher is providing instruction and one Special Education teacher is providing support by meeting with an individual student or small group of students on an individualized basis within a traditional classroom but not as co-teacher. The frequency and intensity of support varies based upon student's IEP needs. Support facilitation provides the level of support based on general educators and students' need for assistance. Both teachers use collaborative planning to make instructional decisions based on student data.

SLAM will commit to instruction that incorporates supports and accommodations including: 1) An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; 2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services; 3) Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the Arizona Standards; 4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; 5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster

student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP, EP, and/or ILLP plan, schools offer tutoring services or other such assistance to ensure students remain successful.

In serving English Learners (EL), SLAM will adhere to all applicable provisions of Federal law relating to ELs, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 and all requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990).

English Learners will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. All teachers will identify EL students and their respective PHLOTE levels to enable delivery of comprehensible instruction, for mastery of state standards. All teachers will utilize PHLOTE strategies (which they will document in their lesson plans) as well as alternative assessments appropriate for EL students. Teachers will also utilize grading guidelines and report card comments as appropriate for ELs.

Identification and Placement of ELs: The School will survey ALL parents upon initial entry (registration) using a PHLOTE Home Language Survey. If a parent answers "yes" to one or more of the questions, then the student will be assessed in English. Initial EL testing will be completed within first twenty days of entry in the school suing AZELLA or other approved assessment.

The PHLOTE curriculum will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The school will

provide instruction to EL students in equal amount, sequence and scope, as to non-EL students, by ensuring:

- The same program goals and objectives for ELs as non-ELs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELs)

- Teacher classroom goals and objectives are for mastery of standards

- Instructional delivery, not content, is modified to meet the needs of ELs

- Content area teachers receive appropriate PHLOTE training, and utilize appropriate EL strategies when ELs are enrolled in their classes

- All ELs participate in statewide assessments – and accommodations are provided in accordance with state and federal mandates and guidelines

Primary Instructional Strategies: Apart from providing the specific services listed in the ILLP Plan, faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance such as what is offered to non-EL students, to ensure students are successful.

PHLOTE/Reading strategies in the content areas will be facilitated throughout the curriculum to

provide additional practice in addition to those taught during language arts classes. Teachers will PHLOTE endorsed, trained and expected to use and document PHLOTE Strategies through lesson plans, classroom settings, materials used, audio/visuals, and grade book, etc. For example, teachers may adapt lessons and content for EL students by:

- Reflecting on teaching to oral, visual, auditory, and kinesthetic learning modalities;

- Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson;

- Adding vocabulary word banks to student activities;

- Adapting text so that the concepts are paraphrased in easier English;

- Eliminating non-essential details and building on what ELs already know;

- Simplifying vocabulary and sentence structure and pre-teaching vocabulary in context;

- Using embedded or yes/no questions;

- Giving ELs questions in advance so that they can prepare to respond in class;

- Introducing concrete concepts and vocabulary first;

- Teaching students to categorize their information using graphic organizers;

- Demonstrating highlighting techniques for important information

- Reviewing and repeating important concepts and vocabulary;

- Providing concrete "real" examples and experiences;

- Teaching ELs to find definitions for key vocabulary in the text;

- Helping ELs become acquainted with their textbooks (table of contents, glossary, etc.); and

- Modeling thinking processes for students using "think-alouds."

Faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Standards will be provided with appropriate supports and interventions as follows:

- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes.

- Daily pullout tutoring as well as after school tutoring may be required for those students consistently demonstrating non-mastery of the standards.

- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELs document the PHLOTE strategies used for each lesson in their lesson plans.

Gifted Students: Gifted Education Program will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program.

The curriculum for the gifted student assures access to the general curriculum, with emphasis on what the Educational Plan (EP) team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance. Therefore, the curriculum for gifted students will be aligned to Arizona Standards and Arizona Science Standards through the implementation of the appropriate Pacing Guides and the Gifted Goals and Objectives identified in the students' EPs. These include, but are not limited to, the important concepts of: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving.

In order to implement the curriculum for the gifted, specific instructional strategies include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies are in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate.

- Curriculum Compacting - involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the student's motivation and ability.

- Independent Study - opportunity for students to pursue areas of personal interest or to individually investigate course topics.

- Enrichment Clusters - learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.

- Learning Centers - a physical area of the classroom that is organized with various materials and learning experiences for specific instructional purposes.

- Flexible Grouping - grouping of students according to their learning needs, strengths, and preferences.

The school's curriculum council will conduct ongoing data analysis to evaluate the effectiveness of the curriculum and supplemental and interventions in meeting the identified needs of the student population.

The school curriculum council will assess curriculum based on progress monitoring results and make data-driven decisions in alignment with student needs.

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?

SLAM AZ will be modeling their instructional practices with curriculum to meet the unique needs of disadvantaged students after the highly effective SLAM NV design. All curriculum will be aligned to Arizona State Standards and also implemented with fidelity utilizing research-based instructional practices that have traditionally shown to be effective in targeting at-risk students who are testing below proficiency. SLAM's educational philosophy of Relationships, Relevance, and Rigor empowers its academic team to go beyond mere compliance with standards for serving students. Reduced class size average will give students an opportunity to interact one-one one with teachers, giving them the individualized attention they need to find success. SLAM AZ has been strategically placed in the city of Mesa to target a large population of EL, FRL, and IEP students. We are targeting these underperforming students to give them the unique learning opportunities through our sports focused curriculum proven by other SLAM campuses throughout the country. It is designed to unleash the inherent potential in our educationally disadvantaged students who often struggle in traditional school settings. SLAM will have offerings of practical, real-world applications to rigorous academic material which will ensure these subgroups and their families are supported, connected to community resources, and prepared to go to the next educational level.

SLAM AZ is committed to all of its students, including its educationally disadvantaged students such as those with disabilities, English Language Learners (EL), and those with Individualized Education Plans (IEPs) or 504 plans, low-income, minority, and homeless students. SLAM AZ's special education teacher, with direction from the SLAM AZ principal, will provide on-site services including supervision of the Special Education program, 504 program, gifted and talented identification, and related services. SLAM AZ's special education teacher will be a

member of the RtI school team, multi-disciplinary team, and the Individualized Education Program (IEP) team. The EL teacher/coordinator will assist, with oversight from the principal, the identification of EL students and implementing on-site programs.

SLAM AZ's unique program intends to provide innovative educational options that sets high academic standards for all students, engages and enables them to succeed through real-world application initiatives, and empowers them through relationships with school and community mentors. Through this motivating program, students at SLAM AZ will benefit from a rigorous curriculum, allowing them to understand their unique learning styles. These instructional methods are not only grounded in research, but are currently being utilized at SLAM campuses around the country.

SLAM AZ will implement instructional classroom strategies that will include, but are not limited to:

- Project-based learning
- Cooperative learning (small groups, Kagan…)
- Data chats
- Nonlinguistic representation
- Word walls
- Timely feedback
- CBC boards
- Number talks
- Centers

- Deep levels of DOK

These practices will result in larger learning gains among disadvantaged populations as they become engaged in their own educational process.

SLAM System	Total Tested	# Total Exited	% Total Exited
Overall 2019	105	14	13.46%
Overall 2020	**107**	**26**	**24.29%**
MS 2019	66	6	9.09%
MS 2020	**50**	**10**	**20%**
HS 2019	39	8	20.51%
HS 2020	**57**	**16**	**28.07%**
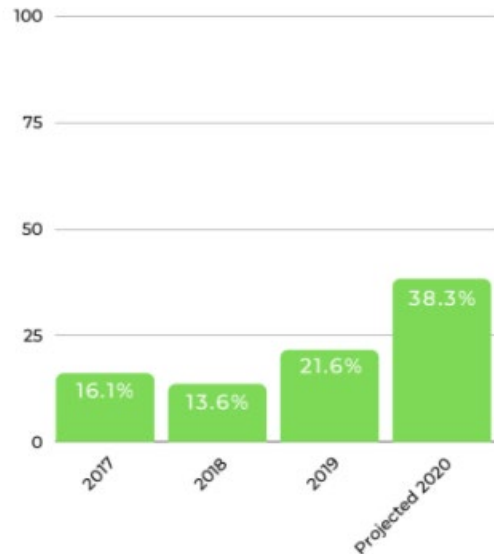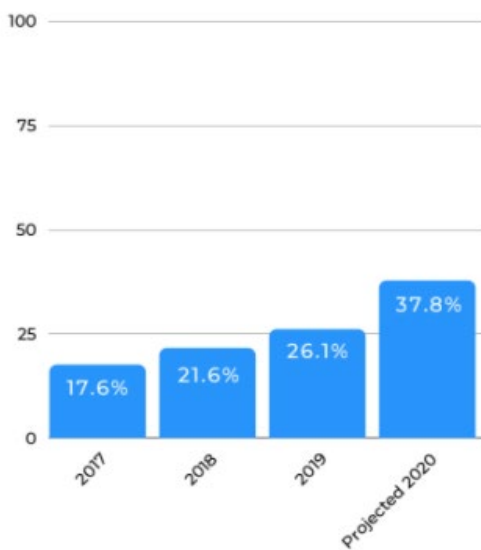
***The percentage of non-proficient students on track to achieve their individual growth targets (target is set by NDE based on summative assessments performance compared to other students like them throughout the state).

The instructional practices at SLAM AZ will be aligned to methods and strategies with an emphasis on low-performing students that have proven successful in raising student achievement. These programs will include;

- Standards-based curriculums which use a thematic approach in core areas such as reading, writing, language arts, science, math, and social studies;

- A technology-rich environment with every student having access to a Chromebook;

- Screening, diagnostic, and progress monitoring assessments;

- Research-based instructional strategies;

- Tutoring and in-class focus on remediation and acceleration; and

- Ongoing professional development and support for teachers and staff.

SLAM AZ believes all students can learn and that we just need to find the right avenue for each, individual student. SLAM AZ administrators, teachers, staff, parents, and community members will all come together as one entity for the benefit of our students and making them productive members of society.

How All SLAM Students Are Engaged in a Rigorous Curriculum: SLAM's approach to implementing a rigorous curriculum is based on two dimensions of higher standards and student achievement: *Bloom's Taxonomy* and the *Application Model*. Our goal is for each SLAM student to progress from gathering and storing knowledge and information to being able to analyze and solve problems and create solution, which evidences higher order thinking. Simultaneously, students are expected to move from having knowledge in one discipline to applying that knowledge in real-world unpredictable situations. To support this, the following instructional practices will be adopted school-wide: differentiated instruction, literacy across curriculum, technology, interdisciplinary teaching and authentic assessment. In doing so, all students at SLAM will positioned to meet the demands of the 21st century job force and in everyday life. At the core of SLAM's curriculum is English Language Arts, Mathematics, Science, and Social Studies;

however, the following specials and elective courses aligned to Arizona State Standards are considered an integral part of SLAM's Program of Instruction. For SLAM students to be the best they can be "in and out of the classroom," it is essential to cultivate a healthy and active lifestyle. For this reason, students in grades K-5, will have physical education daily. In addition, student in K-5 will take specials in art, computer science, STEM project-based learning, and academic games. In grades 6-8, students will begin exploring courses that introduce the career academics and have an opportunity to take a foreign language. In grades 9-12, students will have an opportunity to complete their foreign language requirement. In addition, they will declare one of the three career academies and enroll in CTE elective courses that will lead to industry certification.

<u>How Core Curriculum is Relevant to Students' Lives</u>: Teachers will be expected to "SLAM-ify" their lessons within the core curriculum. The integrity of "what" is being taught (i.e. Arizona State Standards) will be maintained with fidelity; however, all teachers will be required to SLAM-ify "how" the standards are taught. By definition, SLAM-ify means to address standards through sports themes and concepts. There are many ways for teachers to make the curriculum relevant to students' lives. Teachers can teach state standards by directly connecting it to sports terms. For example, during a history lesson, a teacher may describe common terms used in sports such as football to relate to battle terms used in war (e.g., "in the trenches" or the "blitz"). In science, students may learn about friction by examining the effects of a ball or puck on different surfaces. Teachers will use teaching strategies that encourage teamwork, establish classroom expectations that promote accountability, and create a safe environment to deal with failures—all important concepts in sports. This enhances the relevance of the subject matter and allows students to apply their knowledge across disciplines and in real world predictable and unpredictable situations.

How Core Curriculum Fosters Positive Relationships: Students will be empowered to create positive relationships with peers, parents, teachers, and community mentors. This provides a framework for a seamless transition to middle school, high school and beyond, ultimately producing career-oriented graduates. SLAM's curriculum will strategically foster student-teacher relationships, student-student relationships and student-community relationships. Here are examples taken from various core subjects of what we expect to see:

Student-Teacher Relationships—On opportunity for students to develop a positive relationship with their teachers is during Home Team at the K-5 level and the Advisory block in the 6-12 model. Home Team is a time to address the affective needs of our students. The Advisory Block in grades 6 – 12 is a combination of both affective and academic needs. Struggling learners that have been assigned an Academic Coach will have a chance to check in and receive mentorship during this time. The advisory block also provides time for students to get involved in extra-curriculars. By offering this during the school day, programs are accessible to all students.

Student-Student Relationships—SLAM will establish a culture of excellence. One of the tenants of excellence is accountability. In the spirit of sport, a team is only as strong as its weakest link. Teachers can strategically pair students together who will push each other to be better. In math, there are plenty of opportunities for students to work together. Sometimes it's beneficial for a student hear a problem broken down by another student. Similarly, it may motivate the struggling student to study more seeing that his peer is able to understand the material. Our goal is for each student to be committed to their own success, as well as the success of their peers.

Student-Community Relationships—Students often communicate and collaborate with people beyond their classroom (i.e. community members, other students, experts and other staff members). In English Language Arts, this may look like writing to the editor of the sports section

of *AZ Central*. Regardless, SLAM AZ will take initiative to foster those relationships with local community members.

Methods of Instruction Core Content Areas Found in All Core Content Areas:

English Language Arts—For optimal instruction in English Language Arts (ELA), students will be grouped in various ways and in flexible settings to accommodate varying reading levels and learning styles. Teachers will use whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs. Differentiated instruction centers will be set up throughout the classroom to allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

- *K-5 Centers:* (1) guided reading center - students work with the teacher to read and practice the weekly reading strategies and skills using text at their level; (2) writing center - students are practicing their writing skills related to the week's writing focus and moving through the writing process at their own pace; (3) test prep center - students are participating in practice of reading skills and strategies relevant to their grade level grade reading. Students work independently and alongside a teacher when it is time to review the content; and (4) technology center - students use technology and receive reading enrichment that challenges them according to their reading rate and comprehension level.

- *Systematic & Explicit Instruction:* teachers use formative and summative assessment data to provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models

- *Scaffolding:* teachers identify the current developmental skills of individual students based on assessments and provide supports to move students to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.

- *ELA Cooperative Learning:* small-group learning based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Instruction involving collaboration among peers is important in these grades, particularly in group discussions and some writing activities.

- **Additional DI instructional strategies** found in a SLAM English Language Arts classroom are as follows: Cultural: Inquiry-Based Learning, Information Processing Strategies, Close Reading, Stretch Text, World Walls, Uninterrupted Reading Block, Uninterrupted Writing Block, Kinesthetic Aids, and RAFT - essay writing, SPADE (Survey, Predict, Annotate + Analyze, Additional Reads, Dissect Questions, Evidence).

Mathematics—In mathematics, differentiated instruction can be introduced through scaffolding. This can entail creative teaching strategies, questioning strategies, student collaboration, whole-group discussions, making connections, and the use of graphic organizers. Students can be instructed using models, real-world applications, connections to other math topics and the explanation of vocabulary terms. Additionally, by having varying degrees of difficulty in class assignments and allowing students to have control over this difficulty level, students feel encouraged to challenge themselves. Providing open tasks, that promote student's critical thinking

and intuition, students will be more invested in lessons. Similarly, open-ended problems also have a similar effect in the engagement of students. Thus, by transforming questions and allowing them to have multiple solutions while using multiple models, differentiated instruction in mathematics is possible to achieve successfully. Math DI Centers may be used to address individual student's learning needs. The number of students in each group may vary based on understanding of concept. If a student is struggling with daily concept the teacher may provide scaffolding and support through: 1) Reteach - worksheets for better understanding; 2) Enrichment- teacher provides worksheet that "level up" concept; and 3) i-Ready - teachers can assign lesson allowing for students to practice a concept Additional DI instructional strategies found in a SLAM Math classroom are as follows: Cultural: Active Participation, Real World Connection, Multi-Modal Learning, Think-Pair-Share, Think-alouds, Graphic organizers, and Student-generated word problems

Science—In science, differentiated learning can be incorporated after editing the content, process and product of the course. Teachers consider learning profiles, interests, and reading levels before pairing small groups. Pre-assessments of content are used to establish level of background knowledge and later document improvement. Delivering content in ways other than lectures or books will emphasize differentiated learning. This includes the use of Venn diagrams, graphs, videos, technology, and hand-on activities such as labs. With flexible grouping, several learning stations, tiered lessons and choice boards, the science classroom will encourage student involvement and success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. These instructional practices will include the following Essential Science Components[49]:

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[49] *Science Leaders Handbook* - Division of Mathematics, Science, and Advanced Academic Programs Science Department

- *Preparing Students for Learning and Prior-Knowledge Assessment:* "frontloading" to elicit prior knowledge related to real-life experiences and applications. *Strategies: Using graphic organizer, Concept Mapping, KWL, showing a video clip, conducting a demonstration, using literature.*

- *Developing Active Learners:* Students to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems. *Strategies: Posing open-ended questions, real-life scenarios to solve, or situations requiring higher order thinking skills.*

- *Critical Thinking and Higher-Order Questioning:* Using effective, open-ended questioning techniques that encourage student inquiry. Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information: *Strategies: Elaborating, analyzing, hypothesizing, and evaluating.*

- *Direct experiences with physical models:* Direct experiences with physical models and materials remain important as students develop their ability to reason and communicate in multimodal scientific contexts.

- *Student-Centered Learning Environment:* Student-centered environments shift the focus from the teacher to the learner, providing opportunities for creative scientific exploration and engineering design that allow students to connect the classroom to the outside world. In the student-centered classroom, emphasis is placed upon active and cooperative learning environments where students work together to manipulate variables, make observations, and use prior knowledge to construct reasonable explanations while solving problems under conditions that assure both positive interdependence and individual accountability. Teachers guide and facilitate investigations by immersing students in scientific practices using inquiry, correct and appropriate manipulative techniques.

- Additional DI instructional strategies found in a SLAM Science classroom are as follows: Cultural Diversity, Laboratory Safety, STEM Initiatives

Social Studies—In social studies, integrating visual, verbal, logical, interpersonal and intrapersonal techniques and lessons will establish a differentiated learning environment. Students will be exposed to multiple cultures, people, places, and understand the time, continuity, and change throughout history. By introducing technology, global connections, and civic ideals and practices, social studies will be able to engage students. By having group activities and simulations of moments and conferences in history, students will be able to envision and better understand the content. Mock trials, debates and open discussions should be encouraged to make the class more interesting and have it appeal to more students. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. These instructional practices will include:

- *Concrete experiences:* Students will benefit from resources such as pictures, graphs, maps, globes, and information technology that help make abstractions more concrete. Instruction of this nature plays a dual role in helping students learn not only to use these geographic tools, but also to learn in real and interesting ways about other people, places, and cultures.

- *Multi-View Points*: As students begin to explore multiple ideas and perceptions, they become more respectful of others' viewpoints and actions.

- *Thematic approach to instruction:* Students begin to develop an appreciation for their community, state, and nation while broadening their perspectives regarding the lives of others. A thematic approach to instruction includes active, hands-on participation through activities that include opportunities for exploration and discovery.

- *Hands-on activities:* Hands-on instruction that relates content to students' lives provides familiarity and allows students to retain and build on newly presented materials. Students gain a deeper understanding of content through independent and cooperative learning, project-based learning, and through the examination of primary and secondary sources.

- *Interdisciplinary Teaching:* Teachers will plan collaboratively with other content areas, especially language arts and mathematics, to ensure that literacy integration and language arts/reading standards are incorporated as well as math skills (reading graphs, charts and maps, using coordinates).

- *Claim Evidence Reasoning (C-E-R*): Teachers will require students to state a claim (may be in response to a question); to provide evidence to support the claim, and state a reason why the evidence answers the question.

- *Inquiry-based learning:* This method can be used though primary sources of information - allowing students to: Connect: to prior knowledge, interpreting and questioning an information source; Wonder: develop focus questions to guide their inquiry investigations; Investigate: use a combination of primary and secondary sources to pursue their questions in depth; Construct: organize and draw conclusions from the information to confront conflicting ideas and form and defend their evidence-based opinions; Express: develop a product to demonstrate their new understandings and share with others, they solidify their own learning; and Reflect: think about what they have learned about the topic or idea and about inquiry itself.

- Additional DI instructional strategies found in a SLAM Social Studies classroom are as follows: Cultural: Primary Sources, Literature and the Arts, Global Connections , Current Events, Goal Setting, Concrete experiences, Multi-View Points, Thematic approach to

instruction, Hands-on activities, Interdisciplinary Teaching, Claim Evidence Reasoning (C-E-R), Service Learning

Integrated ELA Across the Curriculum—SLAM is committed to promoting and enhancing literacy from the day a student enters SLAM until the day they earn a diploma. SLAM will establish a culture amongst the teachers that whether you are hired to specifically teach English Language Arts or physical education, literacy is a component of your curriculum. All teachers will participate in data chats surrounding literacy so there is a school-wide buy-in. Each class will establish ELA Literacy Rich Environment by maintaining a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities.   In accordance with A.R.S. § 15-704 and 15-211, and Arizona's Move on When Ready Initiative, SLAM will implement a Comprehensive Research-based Reading Plan (CRRP); therefore, making reading/literacy a primary school-wide focus. The CRRP includes strategies for students who are reading at grade level or higher and, independently, or below grade level. Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes. Each student in grades K- 5 will receive 120 minutes of daily, uninterrupted English Language Arts instruction.

Math—Teachers are expected to incorporate literacy into the mathematics curriculum. These standards are designed to supplement students' learning of the mathematical standards by helping them meet the challenges of reading, writing, speaking, listening, and language in the field of mathematics. Similar to English Language Arts, math classrooms will cultivate a mathematics

"print rich environment" that will include math word walls and bulletin boards will reflect taught and current mathematics topics.

Science—Written communication in science is essential for conveying data and results from investigations, explaining evidence and findings from research, and affirming and defending claims and arguments based on evidence and reasoning. College and career-ready writers should be able to utilize the most current technology and media to create, refine, and collaborate through writing.

Social Studies—Students are immersed in a print-rich environment that includes reading stories, myths, legends, and biographies that captivate their imagination. Teachers will incorporate reading comprehension strategies, including vocabulary, into their lessons. Reading comprehension strategies such as monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary will be incorporated in the delivery of the curriculum. Students will also familiarize themselves with major newspapers (USA TODAY, New York Times, Washington Post). Additionally, History Labs require in-depth learning and thinking on the part of the student guided by an essential question, analysis of primary or secondary source documents, and ending in a rigorous writing assignment or other rigorous learning task.

Interdisciplinary Teaching: Multi- and interdisciplinary activities should be included within the classroom that provides connections for students. Students must recognize the various roles that science plays in real life. The connection and application of science will motivate, give meaning to, and reinforce student learning. In addition, teachers will allocate time for Science and mathematics teachers to work together to plan the integration of science and mathematics to support the curriculum of their specific courses (e.g. mathematics and science teachers at the

School will include meaningful mathematics and science projects that emphasize the content strands and can be incorporated into classroom and home learning assignments);

Technology: In an effort to maximize student exposure to and competence with the latest technology, SLAM will equip classrooms with multi-media, high-speed computers and other hardware with high-speed Internet access school-wide. In addition to technology resources that enhance core and elective courses, SLAM will apply for grants to provide students access to additional technologies (program computers, laptops, iPADS, school-website, SMART/Promethean boards, document cameras, TV production equipment) in order to produce quality academic products and showcase their learning in each content area.In addition, providing online skills assessment and supplementary curriculum platforms will allow teachers to generate and share curriculum lessons and formative/summative within their perspective subject areas. Online supplementary resources are effective in their ability to offer just-in-time student assessment and evaluation.

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?

During the school's initial planning year, the principal will be responsible for creating the school's assessment calendar in alignment with required testing and dates as required by the Arizona Department of Education. The principal and school's leadership team will update the calendar annually during pre-opening Professional Development.

SLAM AZ will create comprehensive data collection system using that uses formative and summative assessments throughout the academic year to measure student progress towards content mastery. SLAM AZ will participate in the statewide assessment program and state standardized

assessment data and results to inform instruction, as well as formative assessments for monitoring progress towards and to measure mastery of state standards. SLAM's assessment program will ensure compliance with A.R.S. 15-704 and 15-211.

The compressive assessment system will incorporate multiple forms of assessments which include:

Summative Assessments

- Statewide Assessments in ELA and Mathematics (currently AzMERIT/ (AzM2) as updated by the Arizona Department of Education); MSAA Alternate Assessments for ELA and Mathematics (*as needed for SPED students)*

- Arizona Standards Assessment (End of Course) – *once the school serves high school students*

- Science Standards Based Assessment (Currently AIMS)

- Assessments for EL - placement and reassessment (currently AZELLA)

- Other standardized assessments including nationally recognized standardized assessments such as NAEP, and SAT/ACT and SAT-10 (Grades K-2)*

*In order to gauge student performance relative to nationally norm-referenced standards, students in grades K-2 will take the SAT10 and students in grade 8 will take the PSAT 8/9.   State and Nationally-norm referenced assessments will help prepare students to be career and college ready, which directly aligns with SLAM's mission to "prepare all students for future success."

Formative Assessments

Progress Monitoring Benchmark Assessments (such as i-Ready, USA Test Prep) **-** SLAM AZ will adopt school-wide benchmark assessments in Math, Reading, Writing, Science and Social Studies to be administered 3 times per year. These formative assessments are aligned with Arizona

State Standards to ensure students are making adequate progress content mastery and that they will be successful on summative assessments.

SLAM will use a diagnostic assessment (e.g. i-Ready) to establish baseline at the beginning of the school year for ELA and mathematics and *USA Test Prep* in all other core content areas. In addition, any available data from previous school year (e.g. coursework, report card grades, standardized assessments results will help to form individual baseline. Baseline data will allow teachers to plan for intervention and differentiation to remediate or enrich students' instruction and inform class placement.

For Kindergarten, the school will use a universal screener, like Kindergarten Developmental Inventory (KDI), throughout the year to provide insight on the level of instructional support students will need.

Teachers will be expected to incorporate other formal and informal assessments tools to measure individual student performance growth and school-wide learning outcomes. These include:

– Teacher-generated quizzes and Assessments Rubrics

– Textbook adopted assessments aligned to curriculum

– online research-based supplementary programs

– *UDL Design Framewor*k (adaptations for EL and SPED populations)

– *Portfolios:* Allowing students to create their own portfolios allows them to play in active part in their assessment and develop their ability to reflect and self-criticize. Students will be able to compile a body of their work, noting their improvements and progress.

- *Observations:* Observing student behavior and their interactions with their peers is a crucial component of assessing their interpersonal skills as well as their ability to work in teams.

- *Parent/Teacher Ratings:* Parent and teacher input on the student's progress will provide a more complete assessment of their attitude, motivation, and overall achievement.

- *Bell Ringers/Exit Slips:* Teachers will identify the questions that students score the lowest on assessments and allow students to work on questions for 10-15 minutes of each class period either in the form of a bell-ringer or exit slip.

- *Authentic Assessment*—In alignment with SLAM's educational framework, it is important to provide students with opportunities for authentic assessment. It is through authentic assessment that students are able to demonstrate applied knowledge to something relevant and meaningful to them.

These formative assessments and activities will provide students with relevant opportunities to practice skills and master material to be assessed in future summative assessments. Results will provide teachers with real-time data in each content area as to whether students are progressing toward mastery of standards. The administration and teachers will analyze reports (*iReady* and *USA Test Prep*) generated by classroom, teacher, and student level to identify areas of weakness and to continuously inform instruction. Based on the data analysis, the school leadership team (SLT) will collaboratively develop an instructional focus calendar with timelines for addressing targeted strands as denoted in assessed benchmarks.

In the classroom, teachers will conduct a comprehensive item analysis of the test results to determine which Arizona State Standards need to be retaught within the whole class setting. Teachers will use performance data to determine which students need additional support to master specific standards and/or grade level skills via small group or before/after school tutoring.

Mastered standards will continue to show up as reinforcement via homework, etc. Because data informs instruction, teachers will plan lessons to meet the individual needs of our students to ensure they make adequate yearly growth in all core subject areas.

Ensure system alignment to the curriculum in all content areas: The SLT will be responsible for ensuring that all assessments align to the curriculum. All assessments will be included in teacher lesson plans to be approved by the administration. Unit Pacing Guides and Lesson Plans will reflect assessment aligned to instruction and to standards to be covered for that term. Formative assessments will align with the Arizona State Standards to ensure students are making adequate progress content mastery and will be successful on all state mandated summative assessments. Through the use of the focus calendars deserved above, the school's administration can verify and ensure that the assessment system is in direct alignment to the standard-based curriculum in all content areas.

Ensure system alignment to SLAM Mission and Vision: The school will use specific assessments to help us determine alignment to our mission of providing an engaging, challenging and supportive learning environment that produces college-bound graduates and positions them for future success. Career Portfolios, performance–based assessments and authentic assessments, exhibitions and presentations, peer and self-assessments, attendance records, student climate surveys will serve as indicators of whether the school is proving and engaging and challenging academic program.

As the school offers high school programs, SLAM will assess college and career readiness through the following measures:

- Dual Enrolment Completion

- Career Portfolio Completion *(once high school grades are offered)*;

- Advanced Placement Examinations (AP) – administered to eligible student taking AP courses in order to receive advanced placement and/or credit for college-level studies.

- College Board PSAT 8/9 and PSAT 10 - PSAT will compare a student's abilities and general academic development with other students throughout the nation who are planning to attend college.

- SAT/ACT Examinations

- Industry Career/ Certification Exams

The comprehensive assessment program described above incorporates assessments that will allow for the school to determine the effectiveness of serving specific student subgroups. Student performance data will serve as a feedback system to guide teachers in lesson planning and individualizing instruction.

The school's effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, data from school-based assessments (baseline, screening, progress monitoring and diagnostic) and state assessments will be collected and monitored regularly by the SPED and General Education teachers to measure growth and determine if modifications or adjustments to instructional strategies or accommodations are needed.

For Students with Disabilities showing deficiencies in any of the content areas, the IEP team will reconvene to review the current IEP and modify the goals, accommodations in an effort to remediate the student and provide the most appropriate educational plan of action.

SLAM will monitor the progress of its EL population via: report cards, test scores, classroom performance, assessments, language acquisition through EL progress monitoring assessments, post program review reports (as applicable), standardized assessments (as applicable). This information will assist in determining the school's effectiveness servicing the needs of its EL population.

SLAM's model provides opportunities for students to make real-world connections thereby encouraging them to be more engaged. This allows students, including those in special education, ELs' and those entering below grade level to benefit more from the core curriculum. The school will take steps to ensure that these students, in particular, are successful. Teachers and administrative team review data (individual assessments/IEP or EL Plans) and interventions to determine where instruction or interventions needs to be modified. These would be realigned and communicated to the parents and documented by the teacher and in the student's EL or IEP plan if applicable (changes in intervention, classroom environment, behavioral support/services to individual students).

Apart from providing the specific services listed in a student's IEP, EP, and/or EL plan, as applicable, the School's faculty will differentiate instruction as necessary for all student populations using then RtI process.

Individualized Interventions - Using real-time data from frequent assessment results, SLAM will provide the necessary individual, classroom and/or school-wide intervention programs which include: specific targeted tutoring during and after school; supplemental intervention programs and support within the respective Reading, Math, Science classrooms through academic coaching, lesson modeling, computerized intervention programs; and pull out services (as needed).

SLAM will also implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This system will include the following indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;

- One or more suspensions, whether in school or out of school;

- Course failure in ELA or mathematics during any grading period; and

- A minimally proficient score on the statewide, standardized assessments in ELA or Mathematics, or for students in K-3, a substantial reading deficiency.

The SLT team will oversee and monitor the early warning system including:

- Collecting and analyzing data on the number of students identified by the system area exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator.

- Preparing a description of all intervention strategies employed to improve the academic

- Monitoring performance of students identified by the early warning system.

- Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention plan (RtI)

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

SLAM will use data on an ongoing basis to inform and monitor instructional practices to promote increased student-learning outcomes. The school administrative team (principal and

assistant principal) will gather evidence to ensure that the classroom instruction is aligned with standards. Such data may consist of:

- Formative and summative assessment data results

- Progress Monitoring Assessment Data results

- CWT data (using online software) reports

- Formal Teacher Observation reports

- Teacher data chats logs

- Instructional PLC meeting feedback and minutes

The principal will gather evidence by:

Analyzing Progress Monitoring (PM) Assessment Data: Teachers will monitor student progress towards mastery of standards using classroom and school-wide student performance and progress monitoring data. Results will inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. This data will serve as evidence to determine alignment of instruction with state standards, SLAM's best practices and the curricular model.

Monitoring teacher lesson plans and pacing of instruction to ensure alignment with standards: Administrators will monitor teacher lesson plans and pacing of instruction in alignment with curriculum guide and benchmark in school-generated focus calendars by content and grade level. Teachers will be expected to submit lesson plans to the school leadership team on a weekly basis. To ensure fidelity of the curriculum, lessons will reference the text, supplementary materials, and manipulatives to be used to support content mastery of Arizona State Standards. Data binders and lesson plans for all teachers will also be required to be accessible in the classroom as evidence for the principal and administration to see during their daily walk-throughs.

Conducting Formal and Informal Teacher Observations: The principal and administrative team will conduct frequent classroom observations to monitor instruction and Using classroom walkthrough (CWT) model on a weekly basis, administrators will look for evidence of specific practices to ensure that classroom instruction is aligned with standards. For example, Common Board Configuration (CBC) will provide a structured overview of the instructional plan including daily objectives and standards being covered and can be assessed during a CWT.

Formal Observations and appropriate documentation will also serve as evidence to determine if classroom instruction is aligned with standards. These will serve as document to ensure that instructional strategies are effective in helping student master the standards in each content area. Quality metrics of highly effective, effective, developing, or unsatisfactory will be used in the teacher observation tool focusing on the following criteria:

Instructional Design and Lesson Planning

– Aligns instruction with state-adopted standards at the appropriate level of rigor.

– Sequences lessons and concepts to ensure coherence and required prior knowledge.

– Designs instruction for students to achieve mastery.

– Selects appropriate formative assessments to monitor learning.

– Uses diagnostic student data to plan lessons that address the needs of all students.

– Develops learning experiences that require students to demonstrate and apply a variety of skills and competencies.

The Learning Environment

– Organizes, allocates, and manages the resources of time, space, and attention to ensure an optimal learning environment and maximum student learning.

– Conveys high expectations to all students through verbal interactions with students, lesson

delivery, and required student work products.

– Monitors student learning, provides immediate, explicit feedback and adjusts activities to meet the needs of all students.

– Demonstrates respect for all students' cultures, backgrounds and diversity.

– Models clear, acceptable oral and written communication skills

– Manages individual and class behaviors effectively through a well-planned management system.

Instructional Delivery and Facilitation

– Delivers relevant, engaging and challenging lessons at the appropriate level of rigor to ensure student mastery of state standards.

– Clearly communicates learning goals and instructional procedures to ensure understanding of activities and expectations for student learning.

– Identifies gaps in students' knowledge of the content taught and addresses these gaps effectively through instruction that differentiates among students' abilities and learning styles.

– Modifies instruction to respond to preconceptions and misconceptions among students and verifies understanding by all students.

– Relates and integrates the subject matter with other disciplines and real-life experiences.

– Employs higher-order questioning techniques and resources, including technology, to provide rigorous, comprehensive instruction and promote critical thinking.

Assessment

– Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, inform instruction and drive the learning process.

- Designs and aligns formative and summative assessments at the appropriate level of rigor that match learning objectives and lead to mastery of standards.

- Uses a variety of assessment tools to monitor student progress, achievement, and learning gains of each student regardless of level.

- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

- Shares student outcome data with students and parents through a systematic process throughout the year.

- Uses technology to organize and integrate assessment information and uses data to inform instruction.

Identify if the instruction is taking place in the manner prescribed by curriculum planning documents: The evidence and processes described above will serve to determine if instruction is taking place by the manner prescribed in curriculum planning documents. The administrative team will collect lesson plans and compare correlation to curriculum scope and sequence and pacing guides. Formative and Summative Assessment data by student, by classroom and schoolwide will also verify if instruction is taking place in the manner prescribed by curriculum planning documents.

Ensuring that adjustments are made to the curriculum for students in subgroup: Based on classroom and school-wide progress monitoring data and trends from classroom observation data, lead teachers/dept chairs and instructional staff will work cooperatively in PLCs to adjust curriculum and/or instructional strategies as needed by students in subgroups. If it is determined that the curriculum or strategies/interventions are not meeting the student needs, the team will make accommodations and adaptions as necessary to meet student needs and drive achievement

of all students. This data will serve to modify curriculum or instruction and adjust interventions through the RtI/MTSS process, as necessary, depending upon the students' demonstration of mastery.

As a Data-Driven school, SLAM will gather and use data to evaluate the effectiveness of instructional practices and to measure effectiveness of instructional quality. Administrators and staff working in PLCs will analyze, extrapolate and disaggregate student assessment data (as described in the assessment section above) from a variety of sources throughout the year and use this data to create effective school improvement plans. The school leadership team will meet weekly with Curriculum Council PLC to:

   i.   Evaluate academic data and correlate to instructional decisions;

   ii.   Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels;

   iii. Identify professional development need of teachers to enhance students' achievement levels;

   iv. Collaborate, problem solve, share effective practices/trends

   v.   Evaluate implementation, make decisions about future needs for new/adapted practices or programs;

Student assessment and performance data also allows the school to gauge educator effectiveness in providing quality instruction. The school's leadership team will use informal and formal methods to gather data/evidence in evaluation teacher effectiveness. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities. As student data is collected and analyzed, these will be used

to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including modeling and coaching).

The school will adopt an evaluation system in alignment with Arizona's Model for Measuring Educator Effectiveness Guidelines. All teachers will be formally evaluated at minimum on an annual basis. Newly hired teachers (new to the school and/or new to the profession) will be formally evaluated at least twice in the first year. The principal working with each teacher will identify future professional growth goals. These goals in the plan will serve as a measure of improvement/professional growth annually. The school administration will conduct classroom visitations an official observation to:

- evaluate the effectiveness of instructional strategies;
- evaluate teacher effectiveness in delivering instruction; and
- evaluate the implementation of the curriculum with fidelity to the design;

Administrators will use the Classroom Walk Through (CWT) Program in conducting daily classroom walkthrough to (1) evaluate the implementation of programs with fidelity to the standards and the SLAM model as well as to determine opportunities for professional growth. Through scheduled data chats with Teachers/Staff, the administrative team will discuss gaps in implementation if any and determine PD opportunities and needs.

Evaluating Implementation:

- Department chairs/administrators will check teacher lesson plans on a weekly basis. Data binders and lesson plans for all teachers will also be required to be accessible in the

classroom at any time for the principal and administration to see during their daily walk-throughs.

- The principal/ administrative team will Classroom Observations using CWT model to determine if curriculum and instructional strategies are being implemented with fidelity of the design. Following classroom visits, administrators will have follow up data chats with teachers to discuss levels of implementation, strengths and ongoing needs.

- Administrators will look for evidence of specific practices in both delivery of instruction and curriculum. They will provide direct and specific feedback to teachers based on observations.

The Principal and administrative team (assistant principal/lead teachers) will monitor and evaluate the implementation of all programs, curriculum and instructional strategies throughout the school year. They will gather evidence to ensure that the classroom instruction is aligned with standards and with the curriculum design.

Such evidence may consist of:

- Formative and summative assessment data results showing assessment is aligned with instruction

- Progress Monitoring Assessment Data results showing assessment is aligned with instruction

- CWT data (using online software) reports

- Formal Teacher Observation reports

- Teacher data chats logs

- Instructional PLC meeting feedback and minutes

The principal and administrative team will be responsible for:

1) Analyzing Formative and summative assessment data: This data will serve as evidence to determine alignment of instruction with state standards, SLAM's best practices and the curricular model.

2) Monitoring teacher lesson plans and pacing of instruction to ensure alignment with standards and fidelity to design: Administrators will monitor teacher lesson plans and pacing of instruction in alignment with curriculum guide and benchmark in school-generated focus calendars by content and grade level. Teachers will be expected to submit lesson plans to the school leadership team on a weekly basis. To ensure fidelity of the curriculum, lessons will reference the text, supplementary materials, and manipulatives to be used to support content mastery of Arizona State Standards. Data binders and lesson plans for all teachers will also be required to be accessible in the classroom as evidence for the principal and administration to see during their daily walk-throughs.

3) Conducting Formal and Informal Teacher Observations: The principal and administrative team will conduct frequent classroom observations to monitor instruction and identify if the instruction is taking place in the manner prescribed by the curriculum design. Using classroom walkthrough (CWT) model on a weekly basis, administrators will look for evidence of specific practices to ensure that classroom instruction is aligned with standards and with the program design.

Formal Observations and appropriate documentation will also serve as evidence to determine the quality of classrooms instruction. Quality metrics of highly effective, effective, developing, or unsatisfactory will be used in the teacher observation tool focusing on the following criteria:

Instructional Design and Lesson Planning

–   Aligns instruction with state-adopted standards at the appropriate level of rigor.

- Sequences lessons and concepts to ensure coherence and required prior knowledge.

- Designs instruction for students to achieve mastery.

- Selects appropriate formative assessments to monitor learning.

- Uses diagnostic student data to plan lessons that address the needs of all students.

- Develops learning experiences that require students to demonstrate and apply a variety of skills and competencies.

The Learning Environment

- Organizes, allocates, and manages the resources of time, space, and attention to ensure an optimal learning environment and maximum student learning.

- Conveys high expectations to all students through verbal interactions with students, lesson delivery, and required student work products.

- Monitors student learning, provides immediate, explicit feedback and adjusts activities to meet the needs of all students.

- Demonstrates respect for all students' cultures, backgrounds and diversity.

- Models clear, acceptable oral and written communication skills

- Manages individual and class behaviors effectively through a well-planned management system.

Instructional Delivery and Facilitation

- Delivers relevant, engaging and challenging lessons at the appropriate level of rigor to ensure student mastery of state standards.

- Clearly communicates learning goals and instructional procedures to ensure understanding of activities and expectations for student learning.

- Identifies gaps in students' knowledge of the content taught and addresses these gaps

effectively through instruction that differentiates among students' abilities and learning styles.

- Modifies instruction to respond to preconceptions and misconceptions among students and verifies understanding by all students.

- Relates and integrates the subject matter with other disciplines and real-life experiences.

- Employs higher-order questioning techniques and resources, including technology, to provide rigorous, comprehensive instruction and promote critical thinking.

Assessment

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, inform instruction and drive the learning process.

- Designs and aligns formative and summative assessments at the appropriate level of rigor that match learning objectives and lead to mastery of standards.

- Uses a variety of assessment tools to monitor student progress, achievement, and learning gains of each student regardless of level.

- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

- Shares student outcome data with students and parents through a systematic process throughout the year.

- Uses technology to organize and integrate assessment information and uses data to inform instruction.

Criteria to clearly measure instructional quality: Evidence gathered from the process (#1,2,3) described above will serve as criteria to measure quality of instruction. The teacher evaluation

system will be used as a data tool to provide evidence of teacher effectiveness and quality of instruction by measuring criteria described.

Administrators will analyze the data gathered from CWT Program and formal observations results for each teacher to provide feedback on objective - setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. The leadership team will identify teachers in need of support and provide assistance through curriculum coaches, veteran teachers and the literacy team members.

As part of the teacher evaluation process, the principal will provide feedback to each teacher. Teachers will develop goals to improve as evidenced by an individual growth plan that documents and identify areas for personal targeted professional growth. These may include strategies for obtaining specified goals, alignment of goal/professional development exercise to meeting student needs, and a timeframe in which the staff development exercise should occur. This growth plan will be based on feedback from CWT and formal observation process and must be approved by the Principal. The principal may recommend additional professional development opportunities that should occur within a given timeframe. The principal or member of the administrative staff, together with the teacher, will commit to these goals, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

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

To recruit highly qualified teachers, the school will: 1) Recruit teachers through the Arizona Department of Education and teacher recruitment websites such as teachinarizona.org 2) Seek to partner with community organizations to recruit teachers who are familiar with sports medicine,

sports journalism, and sports medicine. 3) Join with SLAM Inc.'s schools in recruiting qualified licensed staff at nationwide recruiting events 4) Partner with local universities such as Arizona State, University of Arizona, Northern Arizona, and Grand Canyon University, all of which have a strong record of teaching programs. Recruitment efforts will also include advertisements in local newspapers, the school's website, presentations, and word of mouth.

Teacher retention will be an integral focus area for SLAM AZ. This will be the responsibility of not only the administration, but the Board as well. Teachers will be compensated based on previous experience and to be competitive with the surrounding districts. A competitive benefits program will be in place and offered to all teachers and staff. Teachers will be recognized for the incredibly difficult job they accomplish on a daily basis and will be supported through the SLAM Spirit Squad with words of encouragement and positive reinforcement.

Teacher input will be highly valued and administration will openly listen to teachers and staff when they seek to better the campus. All faculty and staff members employed by the school will possess the personal characteristics and belief in the educational system that encourages students to succeed and grow.

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, 2021, Planning and Implementation expenditures must be identified as such in the Budget Narrative. If the applicant plans to open its school on August 1, 2021, all expenditures are Planning and need not be identified as such. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(V)*

General expenditure guidance:

Costs must be reasonable, necessary, and allocable to meet the objectives of the grant. (See AZCSP website for more guidance on allowable expenditures.)

Activities:

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—
    a. providing professional development; and
    b. hiring and compensating, during the eligible applicant's Planning period specified in the application for subgrant funds that is required under this section, one or more of the following:
        i. Teachers.
        ii. School leaders.
        iii. Specialized instructional support personnel.
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
3. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
4. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
5. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
6. Providing for other appropriate, non-sustained costs related to the activities described in subsection (b)(1) when such costs cannot be met from other sources.

Also, salaries are covered only during the Planning period.

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	**Y2 – Implementation:** $18,000.00 (Student Information System Software setup that provides all of the data and process management functionality for the school, while extending beyond traditional SIS boundaries to deliver greater value and implementation) aligned to Grant Goal #3- Operational Excellence	18,000.00
Supplies	6600	**Y1 – Implementation:** $172,080.00 (Classroom Furniture & Technology) **Y2 – Implementation:** $222,000.00 (Classroom Furniture, Technology, and Curriculum) **Y3 – Implementation:** $240,000.00 (Classroom Furniture, Technology, and Curriculum) **Y4 – Implementation:** $240,000.00 (Classroom Furniture, Technology, Curriculum, STEM Lab, Library, Broadcasting Lab, Sports/PE equipment, Sports Medicine equipment, Arts classroom, and Kagan) **Y5 – Implementation:** $240,000.00 (Classroom Furniture, Technology, Curriculum, and MAC lab) SLAM will purchase technology and furniture to create technologically advanced classrooms aligned to Grant Goals #1 Academic Achievement, #2 Closing Achievement Gaps, and #3 Operational Excellence. Professional development will be provided to staff on appropriate use of school technology. Purchases will include the following items:	1,114,080.00

Item	Price	Year 1	Year 2	Year 3	Year 4	Year 5
Student Table	$160/each	x 70= $11,200	x 70= $11,200	x 70= $11,200	x 5= $800	x 70= $11,200
Student Chair	$30/each	x 200= $6,000	x 200= $6,000	x 200= $6,000	x 30= $900	x 200= $6,000
Teacher Desk	$450/each	x 14= $6,300	x 14= $6,300	x 14= $6,300	x 5=$2,250	x 14= $6,300
Teacher Chair	$185/each	x 14= $2,590	x 14= $2,590	x 14= $2,590	x 5= $925	x 14= $2,590
Bookshelf - 2/Room	$205/each	x 14= $2,870	x 14= $2,870	x 14= $2,870	x 5= $1,025	x 14= $2,870
Storage Cabinet	$440/each	x 14= $6,160	x 14= $6,160	x 14= $6,160	x 5= $2,200	x 14= $6,160

Item	Price					
		x 14=	x 14=	x 14=	x 5=	x 14=
File Cabinet	$300/each	$4,200	$4,200	$4,200	$1,500	$4,200
Whiteboard - 2/Room	$260/each	x 14= $3,640	x 14= $3,640	x 14= $3,640	x 5= $1,300	x 14= $3,640
Smartboards	$1200/each	x 14= $16,800	x 14= $16,800	x 14= $16,800	x 5= $6,000	x 14= $16,800
Teacher Laptop	$620/each	x 14= $8,680	x 14= $8,680	x 14= $8,680	x 5= $3,100	x 14= $8,680
Teacher Printer	$260/each	x 14= $3,640	x 14= $3,640	x 14= $3,640	x 5= $1,300	x 14= $3,640
Student Chromebook	$260/each	x 200= $52,000	x 200= $52,000	x 200= $52,000	x 6=$1,560	x 200= $52,000
Charging Cart	$1300/each	x 4= $5,200	x 4= $5,200	x 4= $5,200	-	x 4= $5,200
Classroom Projector	$1900/each	x 14= $26,600	x 14= $26,600	x 14= $26,600	x 5= $9,500	x 14= $26,600
Classroom Doc Camera	$450/each	x 14= $6,300	x 14= $6,300	x 14= $6,300	x 5= $2,250	x 14= $6,300
Classroom Monitor	$300/each	x 14= $4,200	x 14= $4,200	x 14= $4,200	x 5= $1,500	x 14= $4,200
Laptop Imaging	$50/each	x 14= $700	x 14= $700	x 14= $700	x 5= $250	x 14= $700
Chromebook Imaging	$25/each	x 200= $5,000	x 200= $5,000	x 200= $5,000	x 6= $150	x 200= $5,000

During the planning phase, SLAM's administrative team and curriculum development team will finalize curriculum selections. Purchases will include student and teacher editions, site licenses, online resources, manipulatives, materials, etc… Research-based curriculum purchases are projected to be the following in alignment with to Grant Goals #1 Academic Achievement, #2 Closing Achievement Gaps, and #3 Operational Excellence:

CSP Grant Year	Number of Students	Price Assumption Per Pupil	Total
Year 2	468	$145.13	$42,920.00
Year 3	606	$112.08	$67,920.00
Year 4	719	$10.42	$7,490.00
Year 5	832	$60.10	$50,000.00

SLAM will purchase equipment, materials, and furniture to establish Sports-Related and "SLAM-ified" classroom labs for use in SLAM's educational model

and Career and Technical Education pathways in alignment to Grant Goals #1 Academic Achievement, #2 Closing Achievement Gaps, and #3 Operational Excellence:

Classroom/Lab	Amount
STEM Lab Bundle	$30,000.00
TV Broadcasting Production Max Bundle	$50,000.00
Sports/PE Equipment Classroom Bundle	$20,000.00
Sports Medicine Lab Bundle	$50,000.00
Arts Classroom Equipment Bundle	$10,000.00
Library Furniture/Books Bundle	$30,000.00
Apple Mac Lab	$25,200.00

Other Expenses	6800	**Y3 – Implementation:** $10,000.00 (Travel for key personnel to SLAM's affiliate schools in Florida) In alignment with Grant Goal #3 Operational Excellence, SLAM would like to send the school principal and teaching staff to the SLAM schools located in Miami, Florida and Las Vegas, NV. Below are the anticipated travel expenses associated with travel to each of the affiliate school locations:	10,000.00

Travel to Affiliate Schools in Florida *(Miami, FL)*

Assumptions (GSA.gov):				
Airfare:	$ 754.00		$ 754.00	
Per Diem:	$ 66.00	per day	$ 330.00	*5 days*
Hotel:	$ 133.00	per day	$ 532.00	*4 nights*
			$ 1,616.00	**per person**

Travel to Affiliate Schools in Nevada *(Las Vegas, NV)*

Assumptions (GSA.gov):				
Airfare:	$ 386.00		$ 386.00	
Per Diem:	$ 61.00	per day	$ 305.00	*5 days*

		Hotel:	$ 111.00	per day	$ 444.00	*4 nights*
					$ 1,135.00	**per person**

Support Services 2100, 2200, 2600, 2700

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 - Admin 2300, 2400, 2500, 2900

Salaries	6100	**Y0 – Planning:** $51,416.00 (Principal salary for 6 months, Office Manager salary for 2 months) in alignment to Grant Goal #3- Operational Excellence. Start-up assumes 1 full-time School Principal position for the 6 months of planning in the amount of $45,000.00. Qualifications: Strong commitment to, belief in, and alignment with the school's mission and vision; Experience in leadership and management of adults and children; Graduate degree in education, management, or STEM field; Arizona Principal Certificate; and Arizona fingerprint clearance card. One (1) full-time Office Manager/Registrar position for the 2 months of planning in the amount of $6,416.00. Qualifications: Strong commitment to, belief in, and alignment with the school's mission and vision; Strong organizational skills; Strong intrapersonal and interpersonal communication skills; Strong problem-solving skills; Proficient in Microsoft Office; and Accounts payable/receivable experience.	51,416.00

Position	Total Salary	# of FTE	Salary Calculations		
Principal	$45,000.00	*1*	*$45,000.00*	*6 months @*	$7500/month

						2 months		
		Office Manager/Registrar	$6,416.00	*1*	*$6,416.00*	*@*	$3208/month	
Employee Benefits	6200	**Y0 – Planning:** $6,650.00 (Principal benefits for 6 months, Office Manager benefits for 2 months) in alignment to Grant Goal #3- Operational Excellence. <table><tr><td>*Position*</td><td>*Benefits*</td><td>*# of FTE*</td><td>*% Standard Fringe Benefits*</td><td></td></tr><tr><td>Benefits - Principal</td><td>$ 5,850.00</td><td>*1*</td><td>13%</td><td></td></tr><tr><td>Benefits - Office Manager/Registrar</td><td>$ 800.00</td><td>*1*</td><td>12%</td><td></td></tr></table>						6,650.00
Purchased Professional Services	6300							0.00
Purchased Property Services	6400							0.00
Other Purchased Services	6500							0.00
Supplies	6600	**Y0 – Planning:** $10,000.00 (Front Office Technology & Furniture) SLAM will purchase desktop computers and laptops for the principal and office manager and front office furniture for use in planning and pre-opening tasks and activities in alignment with Grant Goal #3 Operational Excellence. Purchases will include the following items: <table><tr><td>**Principal & Office Manager**</td><td>**Price**</td><td>**Year 0**</td></tr><tr><td>Desktop and Laptop</td><td>$2500/each</td><td>x 2= $5,000</td></tr><tr><td>Front Office Furniture</td><td>$2500/each</td><td>x 2= $5,000</td></tr></table>						10,000.00
Other Expenses	6800							0.00
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	**Y0 – Planning**: $9,854.00 (Marketing and community outreach) **Y2 – Implementation:** $10,000.00 (Marketing and community outreach for expanding grade levels. This is not a recurring cost.) **Y4 – Implementation:** $10,000.00 (Marketing and community outreach for expanding grade levels. This is not a recurring cost.) **Y5 – Implementation:** $10,000.00 (Marketing and community outreach for expanding grade levels. This is not a recurring cost.) In alignment with Grant Goal #3- Operational Excellence, SLAM will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach. SLAM will post flyers in local public facilities such as the post office, community centers, and other locations of public access. The goal is to reach parents and legal guardians by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or through community groups and churches to ensure that families are aware of the school and their eligibility to apply for enrollment. Marketing costs are not recurring costs. | Marketing Item	Amount
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Website Development	$ 1,500.00
Facebook and Social Media Development	$ 1,500.00
Flyer/Brochure Creation & Printing	$ 2,500.00
Informational Nights/Community Events	$ 4,000.00
Banners	$ 5,000.00
Removable Signage	$ 19,554.00
Press Releases	$ 700.00
Direct Mailing	$ 1,500.00
Social Media Ads	$ 1,100.00
Door-to-Door Campaign	$ 2,500.00		39,854.00
Indirect Cost Recovery	6910		0.00

Capital Outlay	1906		0.00

Max points possible: 100 points + 5 optional preference points