Ben Franklin Academy

A Proposed K-8 Douglas County Charter School - Opening Fall 2011

Charter Application

Submitted September 8, 2010

For questions or additional information, please contact:
Jason Sanders, Founding Board President

COVER LETTER

The Founding Board of Directors (Board) of Ben Franklin Academy (Academy) presents the Douglas County Board of Education (Board of Education) with a kindergarten through eighth grade (K-8) charter school application. We hope to open the Academy's doors in August of 2011.

Ben Franklin Academy's mission is to develop young adults with character like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.

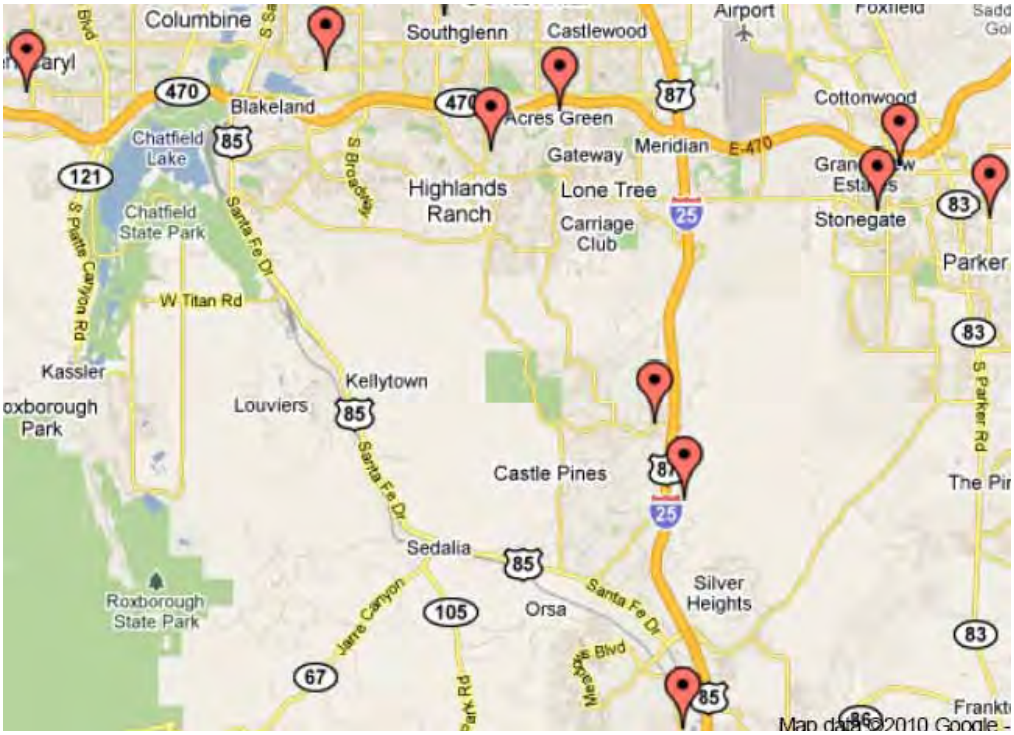
To do this, we will focus on individual students by implementing flexible ability groups and by teaching the students and letting test scores follow. Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, and literacy. We also recognizes that an education is incomplete without fostering the arts, sports, nature, and character.

We note that the Douglas County School District's (DCSD) practice is to name new facilities after physical locations, geographical areas, desirable conditions, or significant or pertinent events.[1] As will be demonstrated throughout this application, Benjamin Franklin embodies much of what we want our students to become; hence, we request waiver of this policy on page 92.

The Academy will serve the students of northwest Douglas County. In particular, the Academy has focused on the communities of Roxborough, western Highlands Ranch, Louviers, Sedalia, and portions of Jefferson County. This region is ripe for a charter school for a number of reasons.

First, charter schools are conspicuously absent from northwest Douglas County. In the following map of this portion of the county, the location of charter schools are shown with a red indicator. A number of Douglas County charter schools are located along the I-25 corridor and along the eastern portion of C-470. The other charter schools are shown in the Jefferson and Littleton School Districts. But no charter schools exist in northwestern Douglas County.

[1] Board File: FF, Naming New Facilities, under District current practice codified 1978 and revised August 19, 2003.



Second, the nearest charter schools to many residents in this region are located in other school districts. Currently, many Douglas County parents send their children to Collegiate Academy in the Jefferson County School District and Littleton Academy in the Littleton School District.

Third, Sterling Ranch is a proposed community being developed in northwest Douglas County. Under the current proposal, this community will include more than 10,000 new homes. The developers are currently planning to begin building in 2011. While the details of this community are still being refined, the Academy will be well positioned to absorb some of the initial impact of Sterling Ranch.

Fourth, the Santa Fe Drive corridor in northwest Douglas County is an ideal location for a charter school. The corridor has easy commuter access from C-470. Students from Sedalia and Castle Rock can access the region from Santa Fe Drive, students from Roxborough can reach the area from Titan Parkway, and students from Highlands Ranch can reach the region from Highlands Ranch Parkway or Town Center Drive.

Fifth, according to Douglas County's Long-Range Planning Committee, there is a lack of support for middle school programs in the county's northwestern area. Thus, a K-8 Core Knowledge Sequence in this region would help address the high number of families with middle school students desiring a rigorous academic program.

Sixth, there is already great support for the Academy. The Board has received Intent to Enroll forms for more than 451 children from parents in the community in less than six months.

The Academy hopes to open as a K-6 charter school with 576 students in 2011 and will grow to a K-8 school with 864 students by 2015. For the first five years the Academy's student population will include:

	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	96	96	96	96	96
First	96	96	96	96	96
Second	96	96	96	96	96
Third	96	96	96	96	96
Fourth	96	96	96	96	96
Fifth	48	96	96	96	96
Sixth	48	48	96	96	96
Seventh	0	48	48	96	96
Eight	0	0	48	48	96
Totals	576	672	768	720	864

This application has been prepared in compliance with the Colorado Charter Schools Act, C.R.S. § 22-30.5-101 et. seq (Act). Consistent with the requirements of this Act and the DCSD Charter School Guidelines and Application, the Board of the Academy has submitted the necessary information. It is the belief of the Board that this charter school application is correct and complete. Should the Board of Education require more detail, the Board will provide the requisite data.

APPLICANTS

The vision of the Academy was created during the winter and spring of 2010 by a group of local parents. It has been the desire of these parents to create a different education program for their children. Today, the Board includes parents with diverse backgrounds who share the same vision. Below are brief biographies on each of the Academy's current Board members:

Jason Sanders, President and Founding Board Member

10555 Wildhorse Lane, Roxborough, CO, 80125

Jason has bachelor's and master's degrees in physics from Utah State University and a law degree from Georgetown University Law Center. He has worked in the science and engineering fields as an engineer, scientist, and attorney. Today, Jason is a patent attorney at Townsend and Townsend and Crew LLP where he provides patent counseling for Fortune 500 companies, universities, and start-up companies. In college, he was the payload manager for a number of experiments that flew aboard the Space Shuttle Discovery. As an attorney, he was recently recognized as one of Denver's Rising Stars. He and his wife, Danielle, live in Roxborough with their four children and, Kamas, the dog.

Lori Lambert, Vice President and Founding Board Member

7734 Rampart Way, Roxborough, CO, 80125

Lori has been instrumental in Roxborough Elementary School's parent involvement programs. She has volunteered for the Parent Teacher Involvement Committee at Roxborough Elementary and has been involved in the development and implementation of Project PEAK at Roxborough Elementary, which is being incorporated into all Douglas County Schools. Lori has experience in business administration and management and currently stays at home with her children. Her family is involved in their church and various athletic groups in Douglas County. Lori and her husband, Sean, have five children and have lived in the Roxborough area for the last 13 years.

Staci Ferguson, Secretary and Founding Board Member

7730 Mule Deer Place, Roxborough, CO, 80125

Staci is a native Coloradoan. She grew up in Littleton and graduated from Heritage High School. She has spent time volunteering at local elementary schools and with her church. After college, she worked as both a paraprofessional and an assistant teacher in local elementary schools. She currently stays home with her son and teaches piano lessons.

Becky Mullen, At-Large Founding Board Member

335 Northridge Road, Highlands Ranch, CO 80126

Becky grew up in Leawood, Kansas, and moved to Colorado in 1999. She is currently a stay-at-home mom, which she treasures more than anything else. Previously, Becky performed quality assurance at a technology company. She has been a hospice volunteer and is a licensed personal trainer. Becky also volunteers for her church. In the school system in which she grew up, parental involvement and assisting each child to reach his/her full potential was of utmost importance – Becky wants the same for her children. Becky and her husband, Rob, have three children.

Jason Sunahara, At-Large Founding Board Member

10228 Bentwood Circle, Highlands Ranch, CO, 80126

Jason is a third-generation native Coloradoan, grew up in Franktown, and graduated from Regis Jesuit High School. He holds a bachelor's degree in marketing, small business management, and entrepreneurship from the University of Colorado at Boulder. He has been a Farmers Insurance agent since May 1998 and owns Santa Fe Suds Car Wash (located in Highlands Ranch). Jason and his wife, Amy, have two children and have lived in Highlands Ranch for 11 years.

Paige Brock, At-Large Founding Board Member

10632 Wynspire Way, Highlands Ranch, CO, 80130

Paige primarily grew up in Colorado, graduating from J.K. Mullen High School and receiving bachelor's and law degrees from the University of Colorado. Paige is an attorney in the Denver office of a national firm where she currently represents and counsels clients in a wide range of civil disputes, concentrating her practice in the areas of health care and commercial litigation. Paige and her husband, Matt, live in Highlands Ranch with their two sons.

Working with the Board, the Academy has more than 40 volunteers who are organized into teams with a team lead reporting to the Board. The volunteer teams include fundraising, recruiting, marketing, facilities, fixtures, curriculum, policies and procedures, technology, and grant writing.

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SECTION 1
MISSION

DISTRICT REQUIREMENTS

The DCSD requires that a charter application include the mission statement of the charter school that clearly states the purpose(s) of the school and is consistent with the Colorado General Assembly's declared purposes as set forth in the Act. The proposed mission statement must also be consistent with the mission statement of the DCSD and the process used to develop the mission statement must be included. The following describes the Academy's mission and shows how these align with the Act and DCSD's mission statement.

MISSION STATEMENT

While developing the mission statement for the Academy, the Board took into account the mission of other successful charter schools in the region, community survey results, thoughts from parents, and input from educators. With this feedback as a guide, the Board developed the following mission statement:

Our mission is to develop young adults with character like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.

To do this, we will focus on individual students by implementing flexible ability groups and by teaching the students and letting test scores follow. Our students will excel academically through a challenging sequenced curriculum that emphasizes math and science. We recognize that an education is incomplete without fostering the arts, sports, nature, and character.

COMPARISON WITH THE STATE'S CHARTER SCHOOL ACT

The Academy's mission is consistent and/or closely aligned with the principles of the Colorado General Assembly's declared purposes set forth in the Act. The Act covers a broad range of principles. For instance, 1) the Academy's focus on academic excellence is consistent with the Act's requirement of providing schools with high, rigorous standards for pupil performance; 2) the Core Knowledge, science, and math curricula are consistent with the Act's declaration encouraging diverse approaches to learning; and 3) the unique school outlined by the Academy's mission statement will provide parents with a choice and hands-on involvement in the education of their children.

COMPARISON WITH THE DISTRICT'S MISSION STATEMENT

The Academy's mission statement is consistent with the mission statement of the DCSD: To help students acquire the knowledge and abilities to be responsible citizens who contribute to our society. The Academy's mission statement describes how the Academy will help students acquire knowledge and skill through a " challenging sequenced curriculum that emphasizes math and science." The mission statement describes how the Academy's vision is to develop responsible citizens who contribute to our society by developing " young adults like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged."

Furthermore, the mission statement of the Academy is also consistent with the eight core values of the DCSD. The first core value is academic excellence. This value is exemplified by the Academy's mission statement: " Our students will excel academically through a challenging sequenced curriculum that emphasizes math and science."

The second core value is human diversity. The Academy will follow the established Core Knowledge Sequence. E.D. Hirsch, the founder of Core Knowledge, writes, " In a Core Knowledge school, all children enjoy the benefits of important, challenging knowledge that will provide the foundation for successful later learning." [2] He also states, " ...[R]espect for cultural diversity is important but is best achieved when young people have adequate background knowledge of mainstream culture. In order for a truly democratic and economically sound society to be maintained, young people must have access to the best knowledge available so that they can understand the issues, express their viewpoints, and act accordingly." [3] The Academy will provide equal access to knowledge for all students while providing opportunities for all students to develop and contribute to society.

The third core value, individual potential, is represented by the first sentence of the Academy's mission statement: " Ben Franklin Academy will focus on individual students by implementing flexible ability groups and by teaching the students and letting test scores follow." The Academy will also foster " the arts, sports, nature, and character." Indeed, it is the development of each individual that matters to the Academy, and it is the leadership of the Academy that will establish an environment where individuals can shine.

[2] Page XIX; *What Your Second Grader Needs to Know* by E.D. Hirsch, Jr. (Dell Publishing, New York).
[3] James P. Comer, M.D., Professor, Child Study Center, Yale University (in *Parents* magazine).

The fourth core value is lifelong learning. The Academy's mission statement is designed around its namesake, Benjamin Franklin. As noted in the mission statement, it is the goal of the Academy to " develop young adults like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged." The Academy's mandate is to foster curiosity and learning throughout a lifetime.

Productive effort is the fifth core value, which is exemplified in the Academy's mission of providing academic excellence through " a challenging sequenced curriculum that emphasizes math, science, and literacy." This curriculum will require hard work, perseverance, and commitment by the Academy's leadership, teachers, students, and parents.

The sixth core value is shared responsibility. The Academy is being developed by parents. We recognize that our children will receive a better education in a community environment. The success of our mission will require the collaboration of the DCSD, as well as the Academy's administrators, teachers, and parents.

Ethical behavior is the seventh core value. As noted in the mission statement, the Academy will provide a character education component. Employing Benjamin Franklin's Thirteen Virtues as a guide, it will include the virtues of resolution, justice, sincerity, and industry.

The eighth and final core value, continuous improvement, is exemplified in the Academy's flexible ability groupings. Students will be regularly assessed and grouped by ability. These assessments will also provide data on how students are developing, teachers are educating, and the school is performing. These measures will then be used to adjust teaching methods and school systems. In particular, these measures will be focused on individual students.

SECTION 2
THREE-YEAR GOALS AND OBJECTIVES

DISTRICT REQUIREMENTS

The DCSD requires that the application include overall goals and objectives of the school for the period of the proposed district charter contract, including timelines for the achievement of these goals and objectives. This description shall include the process used to identify the goals and objectives.

The Academy established the following three-year goals after extensive discussions with parents, educators, the Colorado League of Charter Schools, and DCSD. The Academy defined its goals by using the SMART process,[4] which ensures that progress against the goals can be determined in a systematic way. Specifically:

Specific and Standards-based

Measurable

Ambitious and Attainable

Reflective of Your Mission

Time Specific

To develop our goals, we began with R – Reflective of Your Mission. The Academy's mission can be broken down into three major components: academic excellence, including its math and science focus; balance, including character development; and individual focus. Operational and financial goals also have been included with a total of , five goal components. Then we developed goals that are specific, standards-based, measurable, ambitious, attainable, and time specific.

ACADEMIC GOALS

Academic excellence is another fundamental component of the Academy's mission. Each student will achieve academic excellence and above-average growth. Our academic goals are:

- The Academy will utilize the NWEA system to create baseline, mid-year, and end-of-year comparison data for all students initially in grades 2-6. Based on

[4] From *Developing Performance Goals That Reflect Your School's Mission* by Margaret Y. Lin and Richard J. Wenning.

this data, at least one year's growth every year in achievement will be expected in all students in grade levels 2-8 by the end of the third year. Students who are behind will have one-and-a-half year's growth that will enable them to catch up in three years.

- The Academy will analyze data from both formal and informal assessments, evaluating each student's growth and achievement through progress monitoring. All students will meet or exceed growth targets according to the NWEA results.
- All disaggregated groups of students will meet the Colorado Department of Education's Adequate Yearly Progress (AYP) Targets.
- Through the use of the Academy's chosen curricula, and by emphasizing science, math, and literacy, the Academy expect students in grades 3-8 to have at least one year's growth on the Colorado Standardized Assessments by the end of year three of operations.
- Through the use of the School Performance Frameworks, which incorporates the Colorado Growth Model, the Academy will identify students' achievement, growth, and growth gaps using Colorado Standardized Assessment testing results for students in grades 3-6 starting in year two. The Colorado Standardized Assessment test will be administered the spring of year one, and the results will be available in the fall of that year. The Colorado Growth model will be best utilized in year three when the baseline data can be compared with the prior year's growth. Thus, the Academy expects to see a median growth percentile of at least 60 percent or higher for each student in grades 3-8 by year three.

BALANCE GOALS

The Academy will provide an academically rich learning environment in a balanced fashion.

- The Academy will fully implemented a homework level evaluation system in place by the spring of 2012. This homework level evaluation system will provide teachers and administrators a mechanism to measure and adjust homework levels that are appropriate for each grade level.

- Through the use of character education, students will understand what it means to work hard, be kind and patient, and to stand for what they believe in. By the end of their first year at the Academy, second grade students and above shall be able to recite and describe the Thirteen Virtues.

INDIVIDUAL FOCUS

The Academy will focus on individual students so each student can be challenged at his/her level.

- 90 percent of students who start below grade level in any category will be at grade-level after attending the Academy for two years. This performance will be monitored and measured by the North West Evaluation Assessment (NWEA) and Colorado Standardized Assessments (e.g., CSAP).
- 95 percent of students who start at grade level will remain there or perform above grade level, and 95 percent of students who start above grade level will maintain their performance. This performance will be monitored and measured by the NWEA and Colorado Standardized Assessments (e.g., CSAP).
- The Academy will actively work to reduce the number of students that start out on an Individualized Literacy Process (ILP).
- The Academy's students will express a high level of satisfaction with the school as measured by yearly surveys.
- Each year, a majority of parents will express satisfaction with Ben Franklin Academy based on a survey, which will be administered each spring. A baseline measure of overall satisfaction will set in the spring of 2012. Satisfaction will increase from the baseline each year until the rating reaches 80 percent or greater.

Individual focus extends to the Academy's faculty.

- The Academy will provide regular professional development days throughout the school year, as well as before the school year starts, for its teachers to improve their craft.
- The Academy shall provide school-wide training either in-house or in conjunction with another school. In the first year of operation, many of these

trainings will focus on the Core Knowledge Sequence, ability groupings, character education, and assessments. Additional training may focus on other aspects of the curriculum such as Saxon Math, Treasures, Step Up to Writing, D'Nealian Handwriting, and the Scott Foresman and Prentice Hall Science curricula.

- Before the Academy opens, the staff will undergo mandatory training on Core Knowledge and the other curriculum for about two weeks to ensure a cohesive and smooth transition on the first day of school.
- Teachers will be given the opportunity to have a mentor or be a mentor to encourage collaboration and skill building among the teaching staff.
- 100 percent of the Academy's teachers will possess the Elementary and Secondary Education Act (ESEA) " Highly Qualified" designation. Additionally, the Academy's Principal and Board president will conduct regular analyses to determine school-specific educational, financial, and operational goals designed to improve overall school performance.

OPERATIONAL GOALS

The Academy will maintain high standards of enrollment and parental involvement.

- The Academy will expand from a K-6 charter school to a K-8 charter school by the 2013-2014 school year.
- A strong parental involvement program will be implemented by 2013. Each family will be asked to provide at least 30 volunteer hours (15 hours for single parents) per school year. The Academy expects 80 percent compliance by year three.
- The Academy will maintain an attendance rate of 95 percent or higher in alignment with similar Douglas County charter and neighborhood schools.
- The Academy will maintain a voluntary re-enrollment rate of 85 percent or higher from year-to-year.
- Ben Franklin Academy will be a data-driven institution. As such, all components of the Academy, including curriculum implementation, character education, parent involvement, professional development, school safety, discipline, and communication will be assessed annually via parent, teacher,

and student surveys. We will work to ensure that more than 60 percent of families will complete such surveys each year.

FINANCIAL GOALS

The Academy will be financially stable. The Academy will use conservative budget and accounting standards to achieve financial freedom and stability.

- The Academy core functions will be fully supported by per pupil operating revenue (PPOR) and any mil levy override funds provided by DCSD by the end of the 2012-2013 school year. Assuming PPOR does not drastically decrease (e.g., beyond decreases substantially more than 2.7 percent per year) in future years, reliance on government and non-profit grants will end by 2014. Although the Academy's core functions will be fully supported by PPOR, the Academy may still seek grant support for auxiliary functions including but not limited to technology improvement, professional development, lab equipment, and assistance for special needs students.
- The Academy will maintain two separate reserve accounts. The Academy will reserve at least 3 percent of PPOR annually for unforeseen contingencies starting in the 2012-2013 school year. This reserve is separate from the mandated TABOR reserve account, which also will be maintained. By the end of year three (spring 2014), the Academy will have reserves of more than $300,000.
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SECTION 3
PUPIL PERFORMANCE STANDARDS

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall describe the pupil performance standards to be achieved by the district charter school. These pupil performance standards must meet or exceed any student proficiencies and performance standards adopted by the Board of Education and Colorado Academic Standards adopted by the State Board. They must also be designed to ensure that the goals in Section 2, above, are reached and that adequate yearly progress, as required under federal law, is made.

THE ACADEMY'S PUPIL PERFORMANCE STANDARDS

Ben Franklin Academy will be a data-driven institution. As such part of its mission to focus on the individual, the Academy will measure educational success through the performance of individual students. The performance of each student is a shared responsibility of students, teachers, administrators, parents, and community members. While the following standards are measured school-wide, the focus will remain on the individual.

Furthermore, in conjunction with the Academy's mission to provide an academically excellent education, its curriculum will be aligned with DCSD standards and end statements, Colorado Academic Standards, and grade level curriculum expectations. The Academy will use assessment tools to track individual students longitudinally as they progress through each grade, enabling teachers to continually adapt its curriculum, instructional strategies, and content delivery to ensure student academic growth and achievement. The following are the Academy's pupil performance standards:

Science Standards

- For grades K-2, the Core Knowledge and Scott Foresman science programs will be infused into each school day, providing students with an above-average exposure to science through hands-on experiments or projects. With such tools, the students will have an above-average achievement in science. Baseline data will be collected throughout the first year using formal and informal science assessments and should increase by 10 percent by the end of year two and 20 percent by the end of year three of operations.

- Based on the implementation of the Scott Foresman science program and hands-on experiences and participation in the semi-annual science fairs, students' grades 3-5 will be exposed to science for a minimum of 40 minutes each day. Thus, they will have an above-average increase on the science strand of the Colorado Standardized Assessment scores and will show a growth rate of 50 percent or higher based on the Colorado Growth Model starting year two (2012-2013 school year).
- Based on the implementation of the Prentice Hall Science Explorer and hands-on science experiments, seventh and eighth grade students will have an above-average exposure to the sciences and will thus show an above-average increase in achievement compared to other DCSD schools. A 20 percent increase in achievement is expected by the end of year two for students who have been at the Academy for at least two years.
- Based on baseline assessments for grades 2-8 using the NWEA Measures of Academic Progress (MAP) test, at least a 50 percent of increase in student achievement is expected each year.

Math Standards

- Through the implementation of the Core Knowledge Sequence and Saxon Math, students will have an above-average exposure to math. The Academy expects to see a 50 percent increase in achievement based on the baseline scores from the NWEA MAP test for grades 2-8 by the end of year two.
- For grades K-2, the Core Knowledge and Saxon Math programs will be infused into each school day, providing students with an above-average exposure to math. Thus, the students will have an above-average achievement in math. Baseline data will be collected throughout the first year using formal and informal math assessments and should increase by 20 percent by the end of year two and 30 percent by the end of year three.
- Based on the implementation of the Core Knowledge Sequence, Saxon program and hands-on experiences, students in grades 3-6 will be exposed to math for a minimum of 30 minutes each day. Thus, they will have an above-average achievement increase on the math strand of the Colorado

Standardized Assessment tests and will show a growth rate of 50 percent or higher based on the Colorado Growth Model starting year two (2012-2013 school year).

Literacy Standards

- Through the implementation of Treasures reading, Riggs Phonics and the Core Knowledge Sequence 90 percent of Kindergartners will be at or above a DRA level 3 in reading by the end of the school year.
- Through the implementation of Treasures reading, Riggs Phonics and the Core Knowledge Sequence, the Academy expects to see 90 percent of students meet or exceed Concept-Based Learning Ability (CBLA) requirements in grades 1-3 by the end of year one.
- Through the implementation of Core Knowledge, Pearson Science, Pearson History and Geography, Treasures reading, Prentice Hall literature and the Saxon Math program, students will be exposed to a variety of non-fiction text, which will lead to higher achievement scores on the of the Colorado Standardized Assessment. The Academy expects to see a 20 percent increase in student achievement in grades 3-7 by the end of the second school year.

SECTION 6
EVALUATING PUPIL PERFORMANCE

According to the DCSD's application contents, the application shall provide a description of the district charter school's plan for evaluating pupil performance in achieving the standards defined in Section 3, the types of assessments that will be used to measure pupil progress toward the standards, the timeline for achievement of such standards, and the procedures for taking corrective action in the event that pupil performance at the district charter school falls below such standards. In addition to student participation in the Colorado Standardized Assessments (e.g., CSAP), the application must promote the development of longitudinal analysis of student progress and describe the manner in which longitudinal assessment data will be collected and used to improve student achievement.

Section 6 is purposefully placed out of order. Because of the close relationship between Section 4, Pupil Evaluation Standards, and Section 6, Evaluating Pupil Performance, Section 6 was intentionally moved for ease of reference.

EVALUATING PERFORMANCE

Ben Franklin Academy will be a data-driven school. As such, data from regular assessments will be used to gauge the progress of students and teachers. The Academy's Student Performance Plan includes all required district and state assessments of student progress for grades K-8. It also includes additional measures that inform instruction and/or provide broader evaluations of Academy student growth and achievement. The Academy welcomes assessments as information that increases the likelihood of student success, and will track individual students longitudinally as they progress through each grade, enabling the school to continually adapt its curriculum, instructional strategies and content delivery to ensure that students are learning and progressing.

The Academy will collect student performance data from formal and informal assessments in the classroom, Colorado Standardized Assessments (e.g., CSAP) results, nationally norm-referenced test results, attendance records, and behavior records. The Academy will analyze the data and apply it in a way that will close learning gaps and increase individual student achievement. Through the use of the Colorado Growth Model, the Academy will be able to identify the growth and achievement levels of each student, each class, and the school.

The education and achievement of each student are responsibilities shared by students, teachers, parents, and community members.

The Academy plans to use three performance management systems. A student information system, such as Infinite Campus; formative assessments, such as NWEA; and a data management system, such as Alpine Achievement.

Assessments

The Academy will utilize various assessment tools to enable teachers to react quickly to students' changing needs. Teachers will have a common planning time one day per week during specials to collaborate, plan, and review assessment materials. And teachers will work with the academic director to utilize the assessments to inform instruction.

Colorado Standardized Assessments (e.g., CSAP).

Colorado Standardized Assessment tests will be given to all students in third through eighth grades in available subject areas and will serve as the foundation for determining Adequate Yearly Progress (AYP). These assessments will also allow the Academy to measure and compare academic achievement and growth, as well as growth gaps, from year-to-year through the Colorado Growth Model, which is an integral part of the School Performance Frameworks. These tests are informative, providing yearly information as to how well teachers are addressing state and district academic standards, instruction is being delivered, and students are learning the information targeted by those standards. Each year, the Academy's teachers, Academic Director, and administrative staff will formally analyze the results to inform instruction to meet individual student's needs and ensure that all students reach their target growth percentile or above. The Academy recognizes that Colorado Standardized Assessment tests will be changing over the next four years and will adapt to the changes through the Academic Director and Principal.

The Academy will also assess students using any new assessments required by federal or state law or by DCSD.

Measures of Academic Progress (MAP)

The Academy plans to administer the NWEA MAP test to all students in second through eighth grades. This MAP test will be the NWEA. MAP tests will be administered at the

beginning of the new school year to gather baseline data, mid-year to track progress, and the end of the year to assess each student's progress and potential placement for the next school year. MAP tests are available in these four subject areas: Mathematics; Reading; Language Usage; and Science.

MAP tests have a number of qualities. First, they are aligned to each state's measurement scales and content standards and are often used as an indicator of preparedness for state assessments. MAP tests allow educators to test up to four times a year, providing the opportunity to make timely instructional adjustments. Map tests are grade independent, allowing educators to monitor a student's academic growth. Moreover, MAP tests are dynamically adjust to each student's performance level, providing an accurate indication of instructional level. Finally, MAP tests report scores as norm-referenced, achievement, and growth, providing different perspectives on an individual student's learning.

Developmental Reading Assessment (DRA2)

The DRA2 provides teachers of kindergarten through sixth grade with a method for assessing and documenting primary students' development as readers over time. Its purpose is to identify students' reading level, defined as text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' independent reading strengths and weaknesses, planning for instruction, and monitoring reading growth. It prepares students to meet classroom testing expectations while providing information to teachers, schools, and the DCSD regarding reading achievement. The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. A set of leveled texts, which increase in difficulty, are used for the assessment. The DRA2 evaluates the major aspects of reading that are critical to independence as a reader. This serves as a diagnosis guiding necessary intervention and tracking student growth.

A sample DRA2 is provided in Appendix S.

Standardized Testing and Reporting (STAR)

This assessment will be used in conjunction with research-based Accelerated Reader in order to:

- Assess a student's proficiency level in reading vocabulary

- Provide additional reading data
- Track student growth in reading
- Analyze strengths in specific reading skills
- Assess the types of materials a student is able to read and use independently

Curriculum Specific Assessments

In addition to the more formal assessments detailed above, ongoing assessment and evaluation will occur as part of the regular instructional program. Most programs being implemented at the Academy (e.g., Saxon Math, Treasures, Scott Foresman Science, Prentice Hall Literature and Prentice Hall Science Explorer) have assessment provisions as a part of their programs. These ongoing assessments will inform instruction so that teachers are able to discern whether their teaching is successful and whether students are learning the material being presented. Furthermore, teacher-made tests will provide more frequent information on student performance. Ninety percent of students will demonstrate mastery on informal assessments in all subject areas before a teacher moves to a new unit.

Timelines

	NWEA MAP Grades 2-8	CO Standards Grades 3-8	Develop-mental Reading Assessment 2 (DRA2) Grades K-6	Ongoing school based assessments	Special education - referral/IEP testing
Start date	Fall 2011	Spring 2012	Fall 2011	Ongoing	As Needed
Fall	X		X	X	X
Winter	X		X	X	X
Spring	X	X	X	X	X

Using complete analysis of all data and testing results, the Academy teachers will write individual growth plans, use the results to inform instruction, initiate ILPs and reading specialist services, and identify students who qualify for higher leveled instruction. Teachers at the Academy also will be required to maintain a teacher binder (Body of Evidence) that will include the following:

- NWEA MAP testing results, if applicable
- Class testing profiles

- Copy of Saxon Math fact or application test for each student
- Copy of Treasures comprehension or reading skill test for each student
- Class STAR test results/grade equivalency and reading ranges
- Accelerated Reader progress reports
- Student growth plans
- Student intervention plans

In addition, teachers will maintain an additional binder (Body of Evidence) for science curriculum assessments to enable teachers to track progress for individual student growth.

Procedures for Corrective Action

The Ben Franklin Academy Student Evaluation Plan includes acknowledging those students having difficulty learning, accompanied by individual planning to ensure they are on target to close the learning gap within a reasonable amount of time. Teachers will deliberate plans for students in need of attention during weekly team meetings. Teachers will ensure that students in need of assistance beyond regular classroom instruction are provided with intensive classroom interventions before any additional steps are taken and in accordance with the revised Individuals with Disabilities Education Improvement Act (IDEIA).

Through the use of progress monitoring, teachers can identify students who are not responding to classroom intervention. Such students may need further assistance and will be referred to the Special Education Multi-Disciplinary Study Team for further evaluation while interventions at the classroom level continue. Students who respond to the classroom interventions will continue to be reviewed at the weekly team meetings to ensure their continued success. Examples of classroom interventions a teacher might include on an individual intervention plan are tutoring, change or alteration of materials or program used for instruction, more individual attention, additional homework, more time to complete assignments, or parent/teacher conferencing and planning.

SECTION 4
CURRICULUM

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall include a description of the curriculum to be used in the district charter school that must be research-based, proven to be effective, and designed to enable each pupil to achieve the performance standards defined in Section 3 above. The described curriculum must include state-mandated areas of instruction.

The Academy will deliver an academically excellent educational program that focuses on individual students in a balanced way. The educational program of the Academy will provide K–8 students with an academic approach in the following four key areas:

- A deep knowledge in core discipline areas (language arts, math, science, and social studies) through the use of E.D. Hirsch's, Jr.'s Core Knowledge Sequence.
- A science education program that goes beyond standard programs by providing daily science instruction, regular hands-on science activities, and regular science days.
- An in-depth mathematics program.
- A focus on character education using the Thirteen Virtues.

Each of the programs implemented at the Academy address all of DCSD's end statements as evidenced by Appendix P.

A research bibliography is provided in Appendix W.

CURRICULUM

The following is a grade-by-grade curriculum plan. Researched support for the various components of the curriculum is provided following the plan and in the appendices.

Grade-by-Grade Curriculum Plan

The kindergarten curriculum will include the following:

- For reading, the Core Knowledge Sequence will be supplemented with McGraw Hill Treasures. Accelerated Reader will be used for students performing above grade level.
- For phonics, McGraw Hill Treasures will be supplemented with Riggs Phonics.
- For writing, the Core Knowledge Sequence will be supplemented with Step Up to Writing and 6+1 Traits.
- For handwriting, the D'Nealian method will be used for ease in transitioning to cursive.
- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component.
- For science, the Core Knowledge Sequence will be supplemented with Scott Foresman Science and activity kits.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.
- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.
- For music, the Core Knowledge Sequence will be followed to teach music methodology and appreciation.

The first grade curriculum will include the following:

- For reading, the Core Knowledge Sequence will be supplemented with McGraw Hill Treasures and Accelerated Reader.
- For phonics, McGraw Hill Treasures will be supplemented with Riggs Phonics.

- For writing, the Core Knowledge Sequence will be supplemented with Step Up to Writing and 6+1 Traits.
- For handwriting, the D'Nealian method will be used for ease in transitioning to cursive.
- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component.
- For science, the Core Knowledge Sequence will be supplemented with Scott Foresman Science and activity kits.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.
- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.
- For music, the Core Knowledge Sequence will be followed to teach music methodology and appreciation.

The second grade curriculum will include the following:

- For reading, the Core Knowledge Sequence will be supplemented with McGraw Hill Treasures and Accelerated Reader.
- For phonics, McGraw Hill Treasures will be supplemented with Riggs Phonics.
- For writing, the Core Knowledge Sequence will be supplemented with Step Up to Writing and 6+1 Traits.
- For handwriting, the D'Nealian method will be used for ease in transitioning to cursive.
- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component.
- For science, the Core Knowledge Sequence will be supplemented with Scott Foresman Science and activity kits.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.

- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.
- For music, the Core Knowledge Sequence will be followed to teach music methodology and appreciation.

The third grade curriculum will include the following:

- For reading, the Core Knowledge Sequence will be supplemented with McGraw Hill Treasures and Accelerated Reader.
- For writing, the Core Knowledge Sequence will be supplemented with Word Masters, Step Up to Writing, and 6+1 Traits.
- For handwriting, the D'Nealian method will be used for ease in transitioning to cursive.
- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component.
- For science, the Core Knowledge Sequence will be followed using activity kits, such as the Scott Foresman Science kits.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.
- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.
- For music, the Core Knowledge Sequence will be followed to teach music methodology and appreciation.

The fourth grade curriculum will include the following:

- For reading, the Core Knowledge Sequence will be supplemented with McGraw Hill Treasures and Accelerated Reader.
- For writing, the Core Knowledge Sequence will be supplemented with Word Masters, Step Up to Writing, and 6+1 Traits.
- For handwriting, D'Nealian will be followed and cursive will be used with selected assignments.

- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component.
- For science, the Core Knowledge Sequence will be followed using activity kits, such as the Scott Foresman Science kits.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.
- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.
- For music, the Core Knowledge Sequence will be followed to teach music methodology and appreciation.

The fifth grade curriculum will include the following:

- For reading, the Core Knowledge Sequence will be supplemented with McGraw Hill Treasures and Accelerated Reader.
- For writing, the Core Knowledge Sequence will be supplemented with Word Masters, Step Up to Writing, and 6+1 Traits.
- For handwriting, D'Nealian will be followed, and cursive will be used for selected assignments.
- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component.
- For science, the Core Knowledge Sequence will be followed using activity kits, such as the Scott Foresman Science kits.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.
- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.
- For music, the Core Knowledge Sequence will be followed to teach music methodology and appreciation. The music teacher will also introduce varying forms of making music, including singing, playing instruments, keeping beats, and more.

The sixth grade curriculum will include the following:

- For reading, the Core Knowledge Sequence will be supplemented with McGraw Hill Treasures and Accelerated Reader.
- For writing, the Core Knowledge Sequence will be supplemented with Word Masters, Step Up to Writing, and 6+1 Traits.
- For handwriting, D'Nealian will be used.
- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component.
- For science, the Core Knowledge Sequence will be followed using activity kits, such as the Prentice Hall Science Explorer.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.
- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.
- For music, the Core Knowledge Sequence will be followed to teach music methodology and appreciation.

The seventh grade curriculum will include the following:

- For language arts, the Core Knowledge Sequence will be supplemented with Prentice Hall Literature, Prentice Hall Writing and Grammar, Word Masters, Accelerated Reader, and Sadlier Vocabulary.
- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component. This program also teaches American history.
- For science, the Core Knowledge Sequence will be supplemented with Prentice Hall Science Explorer.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.
- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.

- For music, the Core Knowledge Sequence will be followed along with various introductions to choir, orchestra, and band.
- For electives, students can choose from a variety of classes, such as drama, speech, debate, foreign language, art, choir, band, orchestra, and more.

The eighth grade curriculum will include the following:

- For language arts, the Core Knowledge Sequence will be supplemented with Prentice Hall Literature, Prentice Hall Writing and Grammar, Word Masters, Accelerated Reader, and Sadlier Vocabulary.
- For social studies, the Core Knowledge Sequence will be followed using Pearson's Core Knowledge History and Geography, which supports the Core Knowledge component. This program also teaches world history.
- For science, the Core Knowledge Sequence will be supplemented with Prentice Hall Science Explorer.
- For math, the Core Knowledge Sequence will be supplemented with Saxon Math.
- For art, the Core Knowledge Sequence will be followed along with a hands-on approach to creating art.
- For music, the Core Knowledge Sequence will be followed along with various introductions to choir, orchestra, and band.
- For electives, students can choose from a variety of classes, such as drama, speech, debate, foreign language, art, choir, band, orchestra, and more.

Core Knowledge (Reading, Writing, Math, Science, Social Studies, and Fine Arts)

The Academy will provide a rigorous educational program that challenges each student on their own level. The backbone of the Academy's curricula is the popular Core Knowledge Sequence. Core Knowledge is a research-based program founded on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and complete education. The program was developed by E.D. Hirsch, Jr. and is based on a large body of research in cognitive psychology, as well as a careful examination of several of the world's fairest and most effective school systems. Dr. Hirsch has argued that, for the sake of academic excellence, greater fairness and higher literacy, early schooling should provide a solid, specific, and shared core curriculum

to help children establish strong foundations of knowledge. Students learn new knowledge by building upon what they already know. The Core Knowledge Sequence defines the knowledge and skills students will master at each grade level and raises the bar for student accomplishment.

The Core Knowledge Sequence maps out a complete K-8 program that provides students with a broad-based education. It defines the content knowledge and skills that each student must be taught at each grade level and creates high levels of academic expectations. In addition, the Core Knowledge Sequence not only eliminates some of the gaps and repetition characterized in standard curriculums, but it also aids in delivering cultural literacy in a systematic manner while leaving room for creativity. This is beneficial to teachers because instead of spending hours researching and planning *what to teach*, teachers are freed to think more creatively about *how to teach.*

Core Knowledge encourages cooperation among students, schools, and communities providing many opportunities for parents and community members to become engaged in the education of its rising generation.

Appendix D shows a Core Knowledge Sequence sample. Appendix E shows a correlation between the Core Knowledge Sequence and the Colorado Academic Standards . The Core Knowledge website can provide further information: www.coreknowledge.org.

Saxon Math

Saxon Math is one of the nation's most thoroughly researched core mathematics programs for grades K-12. Saxon's unique pedagogical approach – based on instruction, practice, and assessment distributed across grade levels – incorporates more than 25 years of research and classroom experience. A correlation between Saxon Math and the Colorado Academic Standards is provided in Appendix G. And a Saxon Math curriculum sample is provided in Appendix F.

The success of the Saxon curriculum can be attributed to the program's distinct, effective, and research-based pedagogy, which helps students develop a deeper understanding of concepts and how to apply them. Saxon's innovative, instructional approach breaks complex concepts into simpler increments, recognizing that smaller pieces of information are easier to teach and learn. The instruction, practice, and assessment of those increments are

systematically distributed across a grade level. The distributed approach ensures that students gain *and retain* critical thinking concepts and use them in real-world situations.

More information about Saxon Math can be found at http://saxonpublishers.hmhco.com/en/sxnm_primary.htm and http://saxonpublishers.hmhco.com/en/resources/result_c.htm?ca=Research%3a+Efficacy&SRC1=4.

McGraw Hill's Treasures (K-6)

McGraw Hill's Treasures provides a literature rich reading and language arts program that encourages students to be lifelong learners while instilling a love of reading. The Academy will utilize Treasures to educate students in kindergarten through sixth grade in all three language arts components: reading, writing, and communicating. Treasures contains imbedded assessments that the Academy will use frequently to inform instruction and enable the teacher to place each student in the appropriate ability group to challenge each student on his/her individual level.

Consistent with the Academy's mission to be individually focused, this program has differentiated learning categories to facilitate ease for the teacher to teach to the individual child at his/her level. The lessons are divided into four main differentiation groups: approaching grade level, on grade level, beyond grade level, and English Language Learner (ELL). This will enable Academy teachers to divide the students into ability groups throughout the grade level and ensure that all students are learning the same material while being challenged at their individual level.

Treasures and Riggs Phonics (to be used in kindergarten through second grade) provide the building blocks for students to develop a solid reading foundation. Research indicates that early, explicit instruction in phonemic awareness and decoding is the key to reading success.

Strong vocabulary skills are correlated to achievement throughout a student's education. The purpose of vocabulary instruction is to introduce students to new words and ideas and to teach students a range of strategies for learning, remembering, and incorporating unknown vocabulary words into their existing reading, writing, and speaking and listening vocabularies.

Treasures introduces strategies for deeper comprehension of text. The goal of comprehension strategy instruction is to turn responsibility for using strategies over to students as soon as possible. Research has shown that students' comprehension and learning problems

are not a matter of mental capacity but rather their inability to use strategies to help them learn. Trained to use a variety of comprehension strategies, students dramatically improve their learning performance.

More information about McGraw Hill's Treasures can be found at: http://activities.macmillanmh.com/reading/treasures/. More information regarding Riggs Phonics can be found at: http://www.riggsinst.org.

Step Up to Writing and 6+1 Traits

Step Up to Writing is a collection of writing strategies that meets diverse students' needs. Providing explicit, research-based instructional support, the Step Up to Writing strategies lead to increased writing proficiency across all grade levels by:

- Providing a common language across grade levels and content areas.
- Teaching note taking and study skills.
- Increasing critical thinking skills.
- Teaching the writing process.
- Improving reading comprehension.
- 6+1 Traits are the characteristics of writing on which students need to focus. The traits are: ideas, organization, voice, word choice, sentence fluency, conventions, and presentations.

The Academy will supplement the Core Knowledge Sequence with Step Up to Writing and 6+1 Traits in kindergarten through sixth grade. The Academy believes that the combination of these programs will fully align with Colorado Academic Standards. The Academy recognizes that through Colorado's adoption of the common core standards, there is an increased focus on the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. Through Step Up to Writing, students will be taught to express their opinions through writing from the earliest ages. The Academy's students also will be taught to analyze data and present their findings to a group.

An overview of 6+1 Traits is provided in Appendix H, and an overview of Step Up To Writing is provided in Appendix I.

More information about Step Up To Writing can be found at: http://store.cambiumlearning.com/Resources/ProgramOverview/pdf/sw_StepUp_overview01.pdf.

More information regarding the 6+1 Traits can be found at: http://educationnorthwest.org/traits.

Accelerated Reader inspires and motivates students to read through the use of setting and achieving goals with an added element of friendly competition among peers. Academy teachers will guide students to books and curriculum appropriate for individual reading levels, based on the STAR reading assessment, and students will take computerized quizzes to measure comprehension. The program allows every student in kindergarten through eighth grade to be challenged without becoming frustrated.

More information about Accelerated Reader can be found at: http://www.renlearn.com/ar/overview/.

Word Masters (3-8)

Word Masters challenges students to solve analogies based on relationships among words they have learned. The Word Masters Challenge is a fun and mind-stretching classroom competition for language arts for third through eighth grade students.

More information about Word Masters can be found at: http://www.wordmasterschallenge.com/elem.htm.

Prentice Hall Literature (7-8)

Prentice Hall Literature *Timeless Voices, Timeless Themes* was created by Kate Kinsella, Ed.D., Kevin Feldman, Ed.D., and Colleen Shea Stump, Ph.D. This language arts program combines the world's best literature with superior reading and skills instruction. It helps students grasp the power and beauty that lies within the written word while the program's research-based reading approach ensures that no child is left behind. The Academy will use this program to supplement the Core Knowledge Sequence in seventh and eighth grades. Prentice Hall Literature provides:

- single-column format with built-in reading support before, during, and after each selection to help improve student reading comprehension;
- logical and systematic skills instruction that gives students a solid platform for learning; and
- a wealth of diagnostic and prescriptive tools to help teachers tailor instruction to students' needs and monitor their progress.

More information about Prentice Hall Literature can be found at: www.pearsonschool.com.

Prentice Hall Writing and Grammar (7-8)

Prentice Hall Writing and Grammar develops and reinforces skills through an easy-to-follow, three-part chapter organization:

- Writing: Guided writing instruction walks students through each step of the writing process.
- Grammar, Usage, and Mechanics: Comprehensive instruction, practice, and application ensure skills mastery.
- Academic and Workplace Skills: Helps students develop test-taking skills, as well as real-world workplace competencies.

The Academy will use Prentice Hall Writing and Grammar to supplement the Core Knowledge Sequence in seventh and eighth grades.

More information about Prentice Hall Writing and Grammar can be found at: http://www.pearsonschool.com/index.cfm?locator=PSZu6r&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=3289&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=28928

Sadlier Vocabulary (7-8)

The Sadlier Vocabulary Workshop series, which features a Student Text and an Annotated Teacher's Edition for each grade level, is designed to systematically increase students' vocabulary and improve vocabulary-building skills while preparing them for the vocabulary strand of standardized tests. Some of the key features of this series include word lists of 300-plus key words in 15 manageable units at each grade level; proven and effective five-step approach to instruction, leading students to mastery of word meaning and usage; excellent preparation for Scholastic Aptitude Test (SAT) I and other standardized tests with strong correlations between words that frequently appear on the SAT I; and practice in types and formats of exercises found on the SAT I, including analogies. The Academy will supplement the Core Knowledge Sequence with Sadlier Vocabulary in seventh and eighth grades.

Some of the key features of the series include:

- Vocabulary in Context;

- Building with Classical Roots;
- Writer's Challenge;
- Enriching Your Vocabulary;
- Two-Word Completions; and
- Reordering of all exercise material.

More information about Sadlier Vocabulary can be found at: http://www.sadlier-oxford.com/vocabulary/.

Core Knowledge Science

Students will be actively engaged in a broad science curriculum by implementing a number of programs, including the science from the Core Knowledge Sequence. At varying levels, students will be exposed to the scientific method and will learn how to ask questions (e.g., about nature), hypothesize, make observations, collect data using various tools, analyze data, and draw conclusions. The students will work together in groups to gather information and report their findings to the class.

The Academy will implement a specialized science instructional program that will be fully implemented within the first two years of operation. This program will engage students across a breadth of topics and increase their general scientific literacy. The program will also provide all students with science experiences that are appropriate to their stages of cognitive development through differentiated learning tools. It will serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world. Because the quality of life will be significantly influenced by science in the 21st century, it is imperative that children become scientifically literate. Provided with a comprehensive scientific background, the Academy's students will be empowered to make thoughtful, informed decisions appropriate to their age and experience.

The Academy's curriculum will provide its teachers with a complete, flexible, easy-to-use science program that reflects current research on learning (including collaborative learning), student discourse, and embedded assessment. Teachers will also use effective instructional methodologies, including hands-on active learning, inquiry, integration of disciplines and content areas, and multi-sensory methods. Finally, hands-on science experiments are

intrinsically interesting to students, and most teachers can be superb science teachers when they are provided with effective instructional materials.

The Academy will use the Core Knowledge Sequence to teach science. The Academy is aware of the Colorado Academic Standards that are not addressed in the sequence and will use various research-based resources such as Scott Foresman Science (grades K-5) and Prentice Hall Science Explorer (grades 6-8) to supplement the Core Knowledge Sequence. Pearson Scott Foreman Science and Prentice Hall Science Explorer, each discussed below, are also designed to make hands-on science engaging for teachers and students.

Scott Foresman Science (K-5)

The Academy will use Scott Foresman Science to complement and supplement the science portions of the Core Knowledge Sequence in kindergarten through fifth grade. Scott Foresman is a comprehensive, inquiry-based science program that encourages children to explore the world around them. The program offers leveled readers to enable teachers to differentiate for each student. The leveled readers, which help build the students' vocabulary and reading skills, are available for approaching grade level, on grade level, above grade level, and ELL. Through this program, all students are able to study the same subject matter, but will be able to read the text on individualized level.

The activity kits reinforce the concepts being taught in each subject in a fun, engaging way while encouraging children to ask questions and find joy in exploring the world around them. The Academy will also utilize the interactive technology elements offered through Scott Foresman Science to reinforce the concepts being taught.

More information about Scott Foresman Science can be found at:
http://www.pearsonschool.com/index.cfm?locator=PSZu6f and
http://www.pearsonschool.com/index.cfm?locator=PSZu6r&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=814&PMDbProgramID=62381&elementType=attribute&elementID=142

Prentice Hall Science Explorer (6-8)

Prentice Hall Science Explorer will be used to complement and supplement the science provided by the Core Knowledge Sequence in the seventh and eighth grades. Prentice Hall

Science Explorer offers 16 small books that provide flexibility to customize lessons to match curriculum. *The Nature of Science and Technology* introduces students to the sciences, scientific methods, skills, and technology and design concepts they will need to succeed in middle school science. Teachers can use differentiated instruction components to meet the needs of every student at every learning level. Technology components will activate text content and take science beyond the classroom and into the student's world. Students will be actively engaged in the exploration of the sciences through well-planned and organized experiments and activities.

More information about Prentice Hall Science Explorer can be found at: http://www.pearsonschool.com/index.cfm?locator=PSZu6r&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=814&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=52181.

Pearson Learning's Core Knowledge History and Geography (K-8)

The Academy will use Pearson Learning's Core Knowledge History and Geography (K-8) to supplement the Core Knowledge social studies component. The Academy is aware of the areas where the Core Knowledge Sequence and Pearson History and Geography do not address the Colorado Academic Standards and will use teacher-created units to address them. Pearson's social studies programs both educate and inspire students as they learn about the United States and the world. With rich content and built-in reading and vocabulary instruction, students will not only be learning, they will be preparing for success on state and national tests.

This flexible program, edited by Core Knowledge founder E.D. Hirsch, Jr., follows the Core Knowledge Sequence to teach key history and geography topics at each consecutive level.

More information about Pearson Learning's Core Knowledge History and Geography can be found at: http://www.pearsonschool.com/index.cfm?locator=PSZu6r&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=815&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=828.

Music and Art (K-8)

The Core Knowledge Sequence has a comprehensive program for music and art. The Academy sees the arts not as a peripheral part of the curriculum, but as an essential part of the knowledge all children should learn in early grades. Early instruction in the arts will be

noncompetitive and provide many opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint, and create objects. Students will be exposed to fine paintings, great music, and other inspiring examples of art. As they progress in their knowledge and competencies, they will learn more about the methods and terminology of the different arts and become familiar with a wider range of great artists and acknowledged masterworks.

By having a basic knowledge of the arts, children will be better prepared to understand and appreciate works of art but also be able to better communicate their ideas, feelings, and judgments to others. A good understanding of the arts grows out of at least three modes of knowledge: creative (e.g., directly making artworks), historical, and analytical. The Academy's art program shall embrace all three modes with special emphasis on creativity and active participation.

Physical Fitness (K-8)

Physical fitness cannot be ignored. Currently, we are at a crossroads as more children are obese today than at any other time in history. As such, the Academy will create a curriculum map that will endear students to a lifetime of fitness. Activities will include group and individual sports as well as wholesome recreational activities. The program will include a focus on prevention, introducing healthy life choices related to diet, exercise and activity, and drugs.

Consistent with the Academy's desire to develop well-rounded young adults, the program will be designed to foster a love for fitness that provides lifelong habits. In contrast with the academic programs at the Academy, physical fitness programs will not be performance driven. In addition, the Academy will provide after-school sports and recreational activities.

Character Education (K-8)

The Academy will implement a character education component focused on the Thirteen Virtues, which Benjamin Franklin compiled at a young age as a way to build his character. The Academy will use these virtues to cultivate character in students by following Benjamin Franklin's strategy of focusing on one virtue per week as a school while " leaving all others to their ordinary chance." After all, in his autobiography he states that it was his hope that others would follow his example and reap the benefit.[5] Every Monday morning, each class will discuss the week's virtue. Teachers will provide a short lesson or story highlighting the virtue.

[5] *Autobiography of Benjamin Franklin*, page 38.

Throughout the week, administrators and faculty will seek out teaching opportunities based on the virtue.

The Thirteen Virtues and illustrative explanations are:

Temperance – Control is the key to improvement. Keep your words, actions, and temper in control.

Silence – There is a time and place to speak up and a time to listen. Keep quiet in class. You learn more by listening than speaking.

Order – All things have their place. Keep your work area in order; keep your day in order.

Resolution – Keep your word. When you have a task, get it done. Turn in your homework on time and be prepared.

Frugality – Be frugal. Do not waste the school's resources. Respect what you have been given. Reduce, reuse, recycle.

Industry – Keep on task. There is a time for work and a time for play - do both with happy diligence.

Sincerity – Be kind. Say kind words and treat others as you want to be treated. Encourage each other to excel.

Justice – Be respectful. Give everyone a chance to work or play. Give others a chance to express themselves. Share. Remember that others are counting on you, so live up to your duty.

Moderation – Keep yourself in balance. Focus both on accomplishing things in which you excel and those you do not. Try new things.

Cleanliness – Keep yourself and your work area clean. Keep your uniform clean. Keep your school clean. Keep your words clean.

Tranquility – Keep yourself from reacting poorly to others. People are not perfect and the world is not fair. Learn to deal with both despite imperfections. Be patient.

Chastity – Be pure in thought and deed. White lies, a little gossip, and small, mean words are painful and say more about you than about others. What you think about others is how you will treat them. Develop good thoughts and feelings toward all.

Humility – Be mindful of others before yourself. Treat them as you want to be treated. Think about how you can help others before being asked. Let others speak when it is their turn.

Technology (K-8)

The Academy will use technology in the classroom to enhance instruction and to make learning exciting. The integration of technology permits teachers to meet students' needs by allowing individuals to learn in a familiar environment. New technologies can increase the productivity of teachers and students alike and enrich and expand learning beyond the classics.

The Academy intents to:

- Develop a technology lab to provide opportunities for students to access information, organize data, explore, create, and problem-solve using a variety of technologies.
- Integrate technology into various areas of the curriculum, utilizing the existing tools provided by the supplemental curricula.
- Employ the interactive tools in the science curricula to engage students through technology to make it fun and encourage a love of learning science.
- Increase skills in mathematics, reading, and writing by using computer programs.
- Provide valuable information to teachers, parents, students, and community members through the use of technology.
- Provide computers to teachers so they can write lesson plans and reports, design handouts, keep track of student progress, facilitate classroom presentations, and share instructional strategies and lesson plans with other teachers.
- Provide additional technology opportunities (e.g., laptop computers, tablet computers, video cameras, televisions, DVD players).
- Provide email and web-based communication tools that can be used by parents to receive information about the school, classroom, and their child(ren).

SCHOOL STRUCTURE

The Academy will serve approximately 864 students in grades K-8 at build-out. It will serve 576 students in its first year: six classes of kindergarten, four classes each of first through fourth grade, and two classes each of fifth and sixth grades. The Academy will target an average of 24 students per class, with kindergarten classes averaging 16 students per class. At least two of the kindergarten sections will be a tuition-based full-day program. In subsequent years, the Academy plans to add:

- Two additional fifth grade classes, and two seventh grade classes in year two.
- Two additional sixth grade classes and two eighth grade classes in year three.
- Two additional seventh grade classes in year four.
- Two additional eighth grade classes in year five.

The Academy will follow a traditional school year calendar.

WEEKLY CALENDAR

During a typical school week, students in kindergarten through first grade will have reading, writing, social studies, science, language arts, and math every day. Music, art, physical education, and technology/media are specials that may be taught to each class at least one day per week. In second through sixth grades, students will have math, science, social studies, language arts, reading, and writing every day. Art, music, physical education, and technology/media are specials that may be taught to each class at least one day per week. Some classes such as science, social studies, writing, and specials may be taught on a rotating block schedule.

In seventh through eighth grades, students will have the option to take elective classes. Starting in sixth grade, science, social studies, and writing/reading shall be taught on a block schedule with students alternating classes for core subjects while continuing to participate in the music, art, and physical education programs offered at the elementary level. In seventh and eighth grade, students will rotate core classes and attend elective classes, such as drama, art, physical education, foreign language, and more.

INSTRUCTIONAL APPROACHES

Flexible Ability Grouping

Students will be grouped in flexible ability grouping during both math and reading instruction. The Academy believes that each child's individual needs are more easily tracked through the use of frequent assessment followed by appropriate leveled ability grouping. Recent studies suggest that flexible ability grouping, combined with appropriate curricular revision and differentiation, may result in substantial achievement gains for learners of varying abilities. Flexible grouping based on student skills allows those students performing at various levels to share their combined areas of knowledge and strength.[6] Saxon Math and Treasures has specific guidelines as to how this is achieved.

Differentiated Instruction

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. Teachers who use a differentiated instruction approach are required to be flexible in their teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. This allows every student equal access to the curriculum while maintaining high expectations. Moreover, all students benefit from exposure to a challenging curriculum that is appropriate for their specific learning needs. Differentiated instruction provides options related to the process, product, and content utilized for learning.[7]

The Academy has chosen supplemental curricula that specialize in differentiated learning opportunities. Saxon Math, Treasures, and Scott Foresman Science all come with detailed instructions for the teacher on how to reach every child at their own level.

After-School Programs

The Academy will offer a variety of after-school programs. These programs will be limited at first, but they will grow over time. To avoid needless distraction, these programs will be provided solely if they are aligned with the Academy's mission. Primarily, after-school programs will be for students to learn in an exciting, enriching environment. In addition to

[6] Marzano, Pickering, & Pollock, 2001.
[7] Tomlinson, 1999.

being popular, after-school programs are effective in keeping kids safe while providing them with constructive opportunities to learn and grow.

Programs shall be offered for a fee in the areas of art, reading, science, math, sports, foreign language, drama and/or any other subject matter in which the Academy has parental support with volunteer instructors. Parents will be asked to spend some of their required volunteer time teaching classes after-school in areas in which they specialize. For example, local artists can teach beginning drawing, parents with photography experience may teach a related class, or a community member with an interest and skill in chess could conduct a chess club. All volunteers will be required to pass a background check before delivering any services to the students.

To ensure alignment with the Academy's mission, all after-school programs must be approved by the Principal. Each program must provide a written program plan and show how the program fits with the Academy's mission.

SECTION 5
PROGRAMS FOR AT-RISK STUDENTS

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall include a description of programs and means for increasing the educational opportunities of at-risk students. At-risk students are those students who, because of physical, emotional, socioeconomic, or cultural factors, are less likely to succeed in school, as well as for students who are identified as academically low-achieving.

Implementation of the Core Knowledge Sequence will expand opportunities for at-risk students. E.D. Hirsch, Jr., makes a strong case for the importance of a core curriculum – a shared base of knowledge – to equality of educational opportunity. He writes in the introduction to *What Your First Grader Should Know:*

> When all the children who enter a grade can be assumed to share some of the same building blocks of knowledge, and when the teacher knows exactly what those building blocks are, then all the students are empowered to learn. In our current system, children from disadvantaged backgrounds too often suffer from unmerited low expectations that translate into watered-down curricula. But if we specify the core of knowledge that all children should share, then we can guarantee equal access to that knowledge and compensate for the academic advantages some students are offered at home. In a Core Knowledge school, all children enjoy the benefits of important, challenging knowledge that will provide the foundation for successful later learning.[8]

The Academy will provide an inclusive learning environment where all students are welcomed regardless of ability. The Academy welcomes all students, including those who have been traditionally underserved or unsuccessful in other schools. It is the Academy's goal to help all of its students gain an appreciation and respect for diversity, individual strengths, and increased sense of compassion for others regardless of ability or circumstance.

The Academy will strive to maintain a racial profile consistent with the rest of DCSD. The Academy also will strive for a similar make up of students with special needs.

The Academy will foster the academic achievement of all students through the utilization of highly qualified and motivated teachers. The Academy recognizes that at-risk students may not be able to access the curriculum because of various limitations; therefore, the

[8] Hirsch, 1997.

Academy will provide these students with appropriate adaptations and modifications. In addition to implementing the Core Knowledge Sequence, the Academy will have a team that meets regularly to identify and assist students who are at risk of failing. Depending upon the student and his/her needs, the team may be composed of regular classroom teachers, the principal, the academic director, the special education teacher, and any other relevant learning specialists. Strategies the Academy will use to assist students at risk of not meeting school standards include one-on-one after-school tutoring, individualized learning plans, and supplemental programs. In addition, the Academy will implement flexible ability grouping arrangements so students will be able to easily move from one academic learning group to another based upon their prerequisite skills and knowledge as well as their learning needs.

The Academy will have a designated 504 coordinator for the Academy. The " 504" in " 504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. " Disability" in this context refers to a " physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes

The 540 coordinator will go through any necessary training through the district to ensure compliance with all district policies regarding 504 plans. The 504 coordinator will be responsible for overseeing all 504's in the Academy which includes meeting with parents and teachers for annual review of the documents, creation of new 504 plans as appropriate, and providing support to the teachers as needed, as well as ensuring that all teachers and support teachers have a copy of the 504 plan and are meeting the accommodations for these students and providing support to teachers as needed.

The Academy currently plans to contract special education services from DCSD.

The Academy will annually distribute forms to identify students who are eligible for free and reduced lunches based on the Free Lunch Program guidelines developed by the federal government. The Academy will accommodate the needs of students identified by the guidelines.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) helps identify students who are struggling in various areas of their education (e.g., academic, behavior, attention). The DCSD's program includes a multi-tiered model for instruction and intervention that is consistent with the Academy's flexible ability groupings. RtI utilizes problem solving teams that may include parents, teachers, principals, psychologists, and administrators.

The RtI problem-solving process includes:

- Define the problem
- Directly measure the behavior or skill
- Analyze the problem
- Validate the problem
- Identify variable that contributes to the problem
- Develop a plan
- Implement the plan as needed
- Progress monitoring
- Modify as necessary
- Evaluate response to intervention

A successful RtI implementation can require leadership, curriculum & instruction, problem-solving processes, assessments, school climate and culture, and parents & community engagement.

A sample RtI form is provided in Appendix V.

INDIVIDUALIZED LITERACY PLAN PROCESS

In daily classroom settings, students will be placed within flexible, fluid reading groups. Students can move among and between the groups, contingent upon assessment results.

The Academy will utilize supplemental curriculum assessments, teacher observation and formal testing to determine if a child needs intervention. The DRA2 test will be the main guide

for placing students grades K-3 on an Individualized Literacy Process (ILP) by using the growth indicators for tasks. The Academy will utilize the DRA2 Student Cumulative Record form to identify students who need to be placed on an ILP. Students in fourth through eighth grades who were not previously on an ILP will be given NWEA MAPS tests to determine the need for intervention. Furthermore, those students who fall into the partially proficient or unsatisfactory on Colorado Standardized Assessments (grades 3-8) will be tutored with a reading specialist. High achieving students, defined as those scoring two years above grade level on the STAR test and 90 percent or above on the NWEA MAP test, participate in Word Masters. These students can be placed in the highest reading ability group so they can be challenged to meet or exceed their median growth percentile.

SECTION 7
COMMUNITY NEED AND SUPPORT

DISTRICT REQUIREMENTS

According to the DCDS application contents, the application shall provide evidence that an adequate number of parents, teachers, pupils, or any combination thereof, support the formation of a charter school. This shall include evidence that DCSD parents, community members, and possible employees support the establishment of this DCSD charter school.

DETERMINING THE NEED

The Board has hosted dozens of community meetings in northwest Douglas County. Attendance at these meetings has been strong, and parents repeatedly have shown their desire for another charter school. The Board surveyed parents at some of these meetings, and the results show that parents have a strong desire for a charter school using the Core Knowledge Sequence that emphasizes science and math. A sample of this survey is provided in appendix Q and results from this survey can be found in Appendix R.

CORE KNOWLEDGE DEMAND

Beyond the response shown by the surveys, there is great demand around Douglas County for a Core Knowledge school that outweighs the available student capacity. Local Core Knowledge charter schools continue to experience high levels of interest, resulting in extensive waitlists. The registrars of nearby Core Knowledge charter schools have the following number of children on their waitlists as of August 2010:

- Platte River Academy: 2,500 children
- Littleton Academy: 1,400 children.
- American Academy: 1,800 students.
- Challenge to Excellence: More than 550 children.
- SkyView Academy (recently opened): about 200 children.

Needless to say, Core Knowledge charter schools are in high demand.

Douglas County Charter Schools that use the Core Knowledge Sequence consistently achieve high test scores. According to the most recent data posted on the Colorado Department of Education website, Platte River Academy, Northstar Academy, American Academy, Parker Core Knowledge, and Academy Charter posted scores higher than the DCSD average in reading,

writing, and math for third through fifth grades for the 2006-2007 school year. Furthermore, Platte River Academy, American Academy, Parker Core Knowledge, and Academy Charter exceeded DCSD averages in reading, writing, and math for sixth through eighth grades.

Today, there are 109 Core Knowledge schools in Colorado. Nationally, there are more than 999 Core Knowledge schools[9]. Douglas County has a long history of supporting Core Knowledge schools and offering choices to the families residing in the county.

SCIENCE AND MATH DEMAND

Science education in the United States is lacking, and our students consistently fall behind international students in mathematics and science. Even more troubling is the fact that science exam scores in the United States have reached a plateau. According to trends in an International Mathematics and Science Study, U.S. students are performing at the same level on science exams as they were in the mid 1990s.[10] Early this year, President Obama introduced an initiative to promote science, technology, engineering, and mathematics (STEM). The rate of scientific and technological advancement in the 21st century demands a greater emphasis on science. And in a recent report on the most profitable jobs for college graduates, nine out of 10 of the careers listed were science- or math-based. Accordingly, there is a need for our schools to invest in science education.

Locally, there is a demand for science and math education. At a charter school meeting held early this year, local parents were asked to rank subjects, curricula, and teaching methods in order of importance. As shown in Appendix R, 57 percent of parents ranked science, and 67 percent of parents ranked math within the top five most important options for education. The science and math demand came in second and third only behind interest in the Core Knowledge Sequence.

To satisfy these needs, the Academy will emphasize science in conjunction with the Core Knowledge Sequence. Students will also participate in regular project-based science activities, such as science days, science fairs, science-based field trips, and special science events where students apply what they have learned in a hands-on environment.

[9] www.coreknowledge.org.

[10] http://www.washingtonpost.com/wp-dyn/content/story/2008/12/09/ST2008120901507.html.

DISTRICT ENROLLMENT TRENDS

According to the July 2010 *District at a Glance* publication on the DCSD website, it states, " Douglas County is the third largest district in the state, and our student population is one of the fastest growing in the state." The July 2009 update to the DCSD " Multi-Year Capital Facility Plan – July 2006" stipulates that according to the analysis of the North Planning Area, there is a need for future elementary schools within the Highlands Ranch area. Moreover, the document discusses the extreme rate of elementary school growth in Roxborough and the possibility of new homes being built in Sterling Ranch.

LETTERS OF INTENT TO ENROLL

Parent interest in the Academy continues to grow. As of September 7, 2010, the Academy has 451 students whose parents have submitted Intent to Enroll forms. A table identifying the grade level of each student whose parents have submitted an Intent to Enroll form is included on page 82.

LETTERS OF SUPPORT

The Academy has received and continues to collect various letters of support from community members, people, educators, politicians, and parents. The letters are attached in Appendix A.

These individuals include Senator Harvey; Tom Mauro, CEO, Colorado Performance Excellence; Dan Dolquist, Pastor, Grace Presbyterian Church; Gretchen Testerman, Esq., Attorney at Qwest Communications; Jack Sunahara, State Farm Agent; Heather Gray, Teacher; Zach Gautier, Teacher; Michelle Bynum, Parent; the Hodges, Parents; Brook Willardsen, Parent; Paul Weber, Owner, Cold Stone Pizza; Allison DeLozier, District Sales Manager, Jason's Deli; and Kendra Peters, Educator and School Administrator.

SECTION 8
FINANCIAL DATA

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide evidence that the plan for the district charter school is economically sound. This must include a proposed balanced budget for the term of the charter; and a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the DCSD, State or third party is to be conducted. Funding for a district charter school will be in accordance with the Act. Any percentage of funding above the minimum in the Act will be determined by the Board of Education with consideration given to specifics of the proposal.

Pursuant to C.R.S. §22-30.5-106 (g), the Academy provides the following as evidence of a sound economic plan for the term of its initial charter application.

FINANCIAL SUSTAINABILITY AND FISCAL CONSERVATISM

The Board is well aware that in Colorado and in the nation, the number one cause of charter school failure is for financial reasons. This is especially true in these challenging financial times. The Board recognizes that it has the legal and fiduciary responsibility to be the fiscal agents of the school; therefore, it is charged with ensuring that the school operates with appropriate financial reserves while incurring costs in areas that will further the school's goals. The Board plans to be a part of the budgetary and oversight process for financial activities in an ongoing manner, using information that is up-to-date and in a user-friendly format. The Board understands that the initial years of a charter school pose start-up and other challenges that may require the school to obtain outside resources to reach goals and be financially sound. The Board is aware that the school's main funding source – indeed the only source upon which it can depend – is the per-pupil revenue (PPR) dictated by the state's funding formula. The Board intends to engage in activities and planned growth that supply the Academy with a student base providing sufficient income. This frees the school from the need to rely on significant outside fundraising. The Board, however, will spend some of its energies planning for additional income-producing activities or events that will further the success of the Academy.

The Academy's budget is provided in Appendix O.

REVENUE

The Academy has conservatively planned the first year of its activities using funding sources it believes it can reasonably expect to receive. PPR is the school's main source of funding and the Academy expects to receive funding per the Public School Finance Act of 1994, C.R.S. § 22-54-101, *et seq.*, and in accordance with applicable state statutes. (C.R.S. § 22-30.5-112) DCSD will provide 100 percent of the PPR funding to the school. For the 2011-2012 school year, a PPR amount of $6,545.03 is used. In years two through three, the revenue from PPR is based on a 2.7 percent annual decrease. Enrollment for full-day kindergarten will provide additional revenue for the school.

The Academy expects to receive a portion of the county mil levy override. It is estimated that the Academy will $550 per FTE in 2011.

In addition, the Academy anticipates receiving $180,000 annually for three years from the Colorado Department of Education through the Colorado Charter School Grant Program. The Academy will seek additional funding to assist with the personnel and supplies needed for a successful opening in the 2011-2012 school year through other grant opportunities, such as the Daniel's Fund Grant Program, and fundraising activities.

EXPENSES

Salaries and Benefits

The majority of the Academy's funds will be spent on personnel. The Academy's 2011-2012 budget allocates 64 percent of its PPOR in year one of operations to salary and benefits. This includes base pay for all staff and expenses for Public Employees Retirement Association (PERA), Medicare, and health, vision, and dental insurance. It also includes life and disability insurance and unemployment.

Purchased Professional Services

Required and negotiated purchased professional services account for 12 percent of the Academy's total revenue. These DCSD expenses include special education, risk management, the charter liaison, assessment, and nursing.

Purchased Property Services

The building rental/lease costs will not exceed 20 percent of the total revenue. The required capital reserve expenditures are spent on building rental/lease expenses.

Other Purchased Services

Other purchased services include items such as phones and other communication, travel and registration, postage, printing and binding, workers compensation, advertising, and field trips.

Supplies and Materials

Supplies and materials account for eight percent of the budget and include education and office supplies, natural gas and electricity, food, books, and software. The budget provides for classroom expenses at more than the statutory required per pupil amount of approximately $194. The Academy plans to take advantage of numerous opportunities to obtain used equipment and supplies to stretch the supplies and materials dollar.

Property

Initial property purchases are approximately six percent of total revenue and include technology, furniture and fixtures for the main office and classrooms, and non-capital equipment. See the Fiscal Accountability section for more on fixed asset limits.

DUES, SUBSCRIPTIONS, AND CONTINGENCIES

This category includes membership in the Colorado League of Charter Schools and a reserve for contingencies. Memberships in other organizations such as Core Knowledge Foundation are included as part of the training and registration fees recorded elsewhere.

RESERVES

An appropriate TABOR reserve is recorded in the budget as a restricted reserve. In subsequent years, the unencumbered reserves become larger and are intended to sustain the school in an economic downturn and fund building improvements and other essential items as necessary.

Moreover, the Academy shall maintain a separate contingency reserve. Starting in year two and in each year following, 3 percent of annual PPR will be reserved for unforeseen outlays.

POLICIES AND PROCEDURES

The policies and procedures of the Academy will reflect its compliance with governmental accounting and the Governmental Accounting Standards Board (GASB) 34 rules as well as Generally Accepted Accounting Principles (GAAP). Education Department General Administrative Regulations (EDGAR) will be followed for any federal grants the Academy receives. Policies will reflect that the school must operate in a conservative fashion, conserving and protecting assets, and will dictate that the administration must function with proper separation of duties. A waived state or DCSD policy will be addressed in an appropriate policy. The Board is responsible for ensuring that appropriate policies are in place, and that the developed procedures (operational procedures may be developed by school leadership) are sufficient to carry out the policies created by the Board. The Board is responsible for confirming that policies are enforced by the Academy's administration.

BUDGET CREATION AND MANAGEMENT – SCHOOL GOALS

The Board created the budget utilizing conservative measures and maximizing the expected expenses while being conservative with revenue estimates. With the number of Intents to Enroll already submitted for the Academy and the ongoing waitlists for other Core Knowledge schools in the DCSD, the Board feels it is reasonable to expect to fill all available grade levels the initial year. Growth after that time is measured and specific. The budget reflects a pyramid approach to enrolling students – loading up the lower grades so that the scramble to fill the higher grades is not an issue. The Academy's administration will reserve plenty of classes for those students who wish to remain at the Academy through eighth grade.

The Board will review financial information on a monthly basis. The treasurer (or other person assigned as such) will become intimately involved with the financial information in order to help interpret the information provided to the rest of the Board. At a minimum, the Board will review income statements, balance sheets, and cash flow statements. The general fund will be reviewed separately from other information on a regular basis. In subsequent years, the Board also will compare financial information to the previous year. Each month, the Board will also review the transactions for the month and question any they feel necessary.

A finance committee will work with the administration on budget creation and ways to maximize income while ensuring expenses are in line with the Academy's goals. At least one Board member will be a part of this committee. Other members, including parents, may be a

part of the finance committee. This group will create initial yearly budgets and present them to the entire Board for input and review.

The Academy understands sufficient resources must be allocated to successfully implement the Academy's mission and vision. As a part of the budgetary process each year, the Academy will ensure goals of the school are analyzed and appropriate levels of support are determined in order to make them a reality. The initial budget reflects the necessary resources (staff and supplies) for the Academy to put into place the school's goal of having a Core Knowledge curriculum with a focused science program.

INTERNAL AND EXTERNAL REPORTING

The Academy recognizes there are significant internal and external financial and business reporting requirements that will be required for the school. The school expects to generate financial information in a format that will allow it to make short- and long-term decisions using up-to-date and user friendly information. The school will provide budget information according to the DCSD's required timetable and any other reports negotiated in the contract. The school's leadership will ensure there will be a person at the school and/or Board level who can properly interpret the information for the Academy's administration and the Board. The Academy will properly report information required by the Colorado Department of Education related to the start-up grant (and other information we have agreed to fill out as a grant recipient) and any information to private foundations or the federal government.

SECTION 9
LEGAL LIABILITIES AND INSURANCE

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a proposed agreement between the parties regarding their respective legal liabilities and applicable insurance coverage. A detailed summary of all intended insurance coverage shall be included.

THE ACADEMY'S INSURANCE

The Academy intends to purchase all required insurance services from the DCSD, including general liability; workers' compensation; errors and omissions; property (building, if appropriate, and contents); and student accident and catastrophic accident insurance.

SECTION 10
GOVERNANCE AND OPERATION

DISTRICT REQUIREMENTS

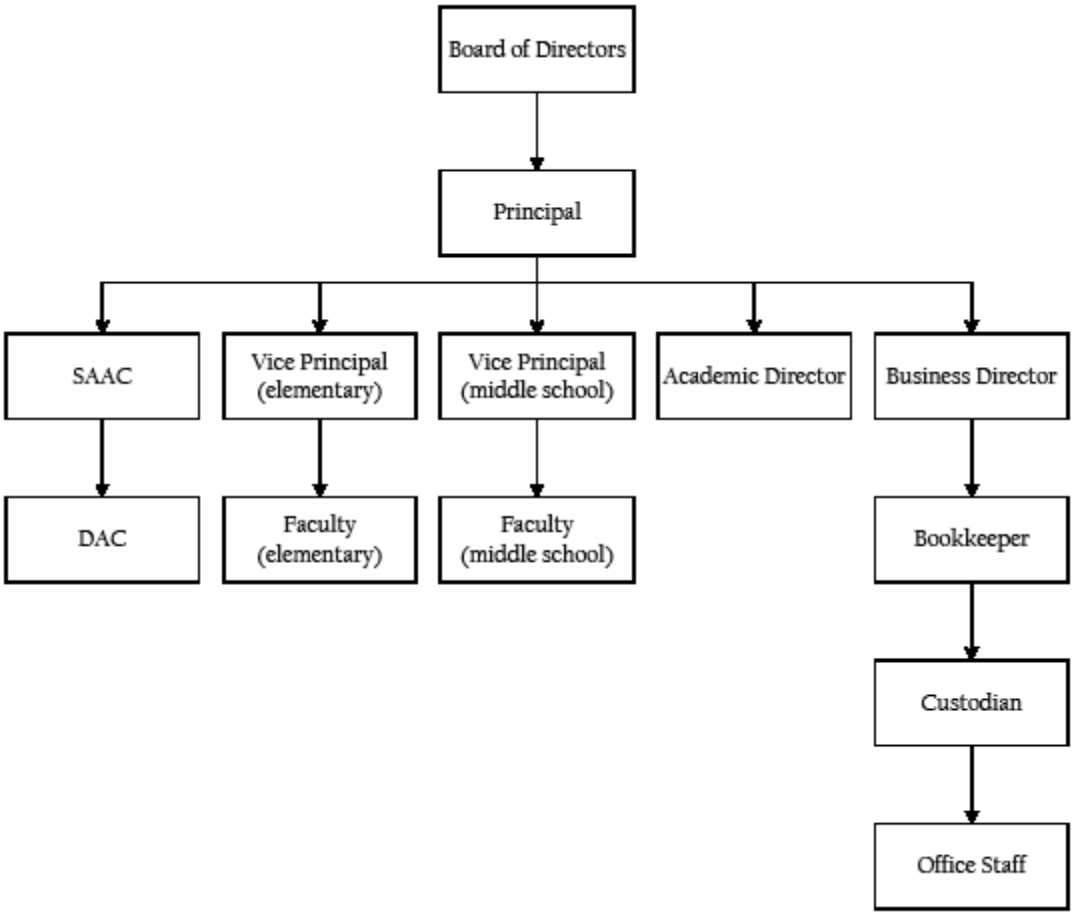
According to the DCSD's application contents, the application shall provide a detailed description of the governance and operation of the district charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the district charter school. This should include a conflicts-of-interest policy and information pertaining to day-to-day financial operations. It also should include bylaws for the governing board, if available.

ORGANIZATIONAL STRUCTURE

The Board of Directors will operate as a policy-setting board in accordance with the Founding Board's bylaws. The Academy's Board of Directors will arise from the current Founding Board upon charter grant. The Principal will be responsible for the day-to-day operations of the school. The Academy's Board of Directors shall:

- Establish and maintain the mission and vision of the Academy.
- Implement policies that are consistent with the mission, vision, and goals of the Academy.
- Hire and evaluate the Principal.
- Provide financial and legal oversight to ensure that the Academy's integrity is maintained.
- Be responsible for final accountability for the Academy's academic success, organizational viability, and faithfulness to the terms of the contract.
- Recruit and orient new Board members and assess Board performance.

The Academy will be organized in accordance with the following organizational chart.



- The Principal reports to the Board and is responsible for the following: hiring and evaluating the Vice Principals, Academic Director, Business Manager, teachers, and other staff; directing grant and fundraising efforts; assisting the Board with its long-term strategic plan; and overseeing the development of the annual school budget.
- The Academic Director reports to the Principal and is responsible for the development of the educational program and staff professional development plan, as well as the data collection and analysis of student assessments. The Academic Director shall also work with teachers and groups of teachers in developing and refining the Academy's curriculum.
- The Business Manager reports to the Principal and is responsible for providing financial, property, risk, and human resource management support.

- The Vice Principals report to the Principal and are responsible for the day-to-day operations of the Academy, including the following: evaluating all staff, both classified and certified; implementing the school's educational program; and overseeing the school's classroom management and student discipline plan. The Elementary School Vice Principal shall be responsible for grades K-5, and the Middle School Vice Principal shall be responsible for grades 6-8.

NUMBER OF BOARD MEMBERS, MANNER OF SELECTION, VACANCIES, AND ATTENDANCE

The Academy Board shall consist of at least five and no more than seven members. The Principal will attend all Board meetings in an advisory role. The Principal shall not have a vote.

All directors will serve staggered three-year terms from the date of their appointments or until their successors are seated. Any and all board members shall be limited to two consecutive three-year terms and then be eligible to serve again after a one-year respite.

Board elections will be held annually in April. During February of each year, eligible voters will be notified of the date of the next Board election, term of the Board positions open, number of positions open, eligibility requirements, and application procedure. Notices shall be posted on the school's website and be included in the students' regular weekly folders. Only parents of students at the Academy shall be allowed to vote for members of the Board. Each family shall have one vote for each vacant Board seat. Teachers currently employed at the school and current full-time employees of the school also have one vote for each vacant Board seat. Elected members will be announced at the April Board meeting. The community-at-large seats shall be appointed by an affirmative vote of the majority of the seated directors at the first regular Board meeting in April.

Directors will select the officers of the Board. The officers shall be president, vice president, secretary, treasurer, and director-at-large. The term of office will be for one year, and the Board will reorganize after the election each year.

In the event of dismissal, resignation, or other vacancy of the Board, and if the director or officer whose seat becomes vacant was an elected seat and has completed less than half of his/her term, the Board will hold a special election to fill the vacancy. If the elected director or officer leaving the Board has completed more than half of his or her term, the remaining directors shall appoint a replacement. If the director or officer was filling an appointed seat, the remaining

directors shall appoint a replacement. The director(s) or officer(s) so elected or appointed shall hold office until the end of the term of the director(s) or officer(s) whose vacancy they are filling.

The Board will meet at least once a month when school is in session. All notices of Board meetings shall be posted, and all such meetings conducted and their minutes shall be kept in conformity with the Colorado Open Meetings Act. A majority vote of the directors present at a Board meeting will constitute legal action by the Board. A quorum shall consist of a majority of directors. The Board may not act unless a quorum of the Board is present.

Attendance at Board meetings is mandatory. A director having three or more consecutive unexcused absences from the regular meetings of the Board shall be deemed to have resigned as a director. Directors shall be removed in the manner provided by the Colorado Revised Non-Profit Corporation Act.

The Board can change any of these policies only by a unanimous vote of the board.

ADVISORY COMMITTEE

The Board of Directors may form advisory committees to assist with policy development. Committee membership may be composed of parents, staff, community members, or a combination thereof with final approval by the president. All committees shall be created by the Board, which shall set forth the charge of the committees. All committees shall elect a chairperson, post notices of meetings, hold meetings open to the public, and keep and disclose minutes as required for the Board by the Colorado Open Meetings Act. Minutes of such meetings, including executive sessions, shall be promptly forwarded to the Board.

CODE OF CONDUCT AND CONFLICT RESOLUTION

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as directors.

- Directors shall operate all meetings in harmony with the Colorado laws concerning open meetings.
- Directors represent the students of the school and must make decisions in light of what is best for all students. This representation must not be in conflict with loyalties to staff, children, other organizations, or any personal interest.

- Directors have a responsibility to become informed about the school's history, goals, current operations, and concerns. Each director must be familiar with the governing documents and annual reports of the school at a minimum.
- Directors must avoid conflict of interest with respect to their fiduciary responsibility:
- There will be no self-dealing or business by a director and the organization except when openness and appropriate competition are ensured.
- When the Board is to decide upon an issue about which a director has an unavoidable conflict of interest, that director shall excuse herself or himself without comment from deliberation and the vote.
- Directors will not use their Board position to obtain employment in the organization for themselves, family members, or close associates. Should a director or his/her spouse apply for employment, he or she must first resign from the Board.
- Directors will immediately disclose their involvement with other organizations, vendors, or any other associations that might produce a conflict.
- Directors may not attempt to exercise individual authority over the school except as explicitly set forth in Board policies.
- Directors' interactions with the Principal or staff must recognize the lack of authority vested in individuals except when explicitly Board-authorized.
- Directors' interactions with the public, press, or other entities must recognize the same limitation and inability of any Board member to speak for the Board except to repeat explicitly stated Board decisions.
- Directors will respect the confidentiality appropriate to issues of a sensitive nature.
- Directors are obligated to make every effort to attend all meetings, prepare for meetings, and participate productively in discussion – always within the boundaries of discipline established by the Board.

GOVERNING BOARD TRAINING

The Academy's professional development plan includes not only administrators and faculty, but the Board of Directors as well. This ongoing and mandatory training includes all required areas to effectively lead the school.

Directors are required to attend all Board meetings, strategy sessions, and conferences as determined by the Board of Directors. These include, but are not limited to, the following:

- Board meetings are held once per month and a work session once per month (as deemed necessary) throughout the calendar year.
- The Colorado League of Charter Schools' annual Board training is held in May each year. This conference provides training in Board policy and effective governance. Attendance is mandatory for all new directors.
- An annual strategic planning session is held each summer. This meeting enables the directors to develop the school's strategic plan for the upcoming school year.
- An annual Academy staff luncheon is held each summer. This meeting provides Board members an opportunity to get acquainted with staff members for the upcoming school year.

Directors new to the Board are expected to review the following required materials within 30 days of being elected or appointed:

- Cultural Literacy by E.D. Hirsch, Jr.
- Boards That Make A Difference by John Carver
- Autobiography of Benjamin Franklin

Additional resources for new directors include:

- Colorado League of Charter Schools website[11]
- Colorado Department of Education Schools of Choice website
- DCSD website
- Colorado Core Knowledge website

[11] www.coloradoleague.org.

Additionally, directors will attend annual policy governance workshops to gain a better understanding of the principles and concepts of the policy governance model as conducted by the Colorado League of Charter Schools, DCSD, and/or John and Miriam Carver.

Governing Board Participation

The Academy believes parent and community involvement is critical to the success of the school. Therefore, a minimum of three Board seats are reserved for parents of students at the Academy and a minimum of at least one Board seat is reserved for community members that do not have a formal relationship with the Academy.

The purpose of the parent Board seats is to represent the parent community of the Academy and uphold the mission and vision of the school from their point of view. Feedback from the parent community is critical, and it is recommended that these members engage in regular school activities (e.g., parent coffee chats) with their constituents to seek their input. The community seats are reserved for individuals whose purpose is to uphold the mission and vision of the school from an objective point of view.

PARENTAL AND COMMUNITY INVOLVEMENT

The Academy shall provide an educational system that serves the needs of the community and parents. Parental support is highly encouraged, and the Academy shall ensure that parents feel welcome while providing a unique opportunity for hands-on involvement in the structure and operation of their child's school.

Parent Volunteer Opportunities

The Academy shall have a Volunteer Coordinator who reports to the respective Vice Principal. The Volunteer Coordinator will be responsible for the recruitment, placement, training, and scheduling of volunteers at school.

Parents will be asked to sign a Volunteer Commitment letter that outlines the school's expectations for parent involvement. In addition to supporting their student's academic achievement (via reading at home, homework help, etc.), parents also will be expected to commit 30 volunteer hours per school year (15 hours per year for single parent families). Requesting families to participate in this manner underscores the important part a family plays in the child's education.

This volunteer time can be accomplished by performing a variety of tasks at the school. For example:

- Planning and organizing various events and activities including field days, art shows, science fairs, and musical programs.
- Assisting students with Accelerated Reader testing.
- Helping with classroom projects throughout the year, including many at-home projects that must be returned to school in the designated timeframe.
- Assisting the school's Building Engineer with various building maintenance related projects such as snow shoveling, painting, and more.
- Supporting the library/media room and assisting the school's Library/Media Specialist.
- Provide for and support after school programs.

Additionally, parents are always welcome in the school and classrooms. Such visits must be scheduled in advance, but the Academy will encourage parents to visit the school and be involved in day-to-day activities.

DAILY FINANCIAL OPERATIONS

The Academy shall establish numerous procedures and controls to facilitate the preparation of accurate financial statements and to minimize the ability for unauthorized use of the Academy's funds. Included among these procedures and controls are segregation of responsibilities between individuals who prepare and process disbursement requests and those who can actually approve a disbursement by signing checks for approved services and acquisition of supplies. In addition, the annual budgeting process provides a means to measure the accuracy of both interim and year-end information that is prepared by the Academy's staff. The treasurer of the Board of Directors shall be actively involved in the monthly and year-end closes of the Academy's books. Finally, an annual audit is conducted by an independent accounting firm, the objective of which is to express an opinion that the annual financial statements of the Academy are not materially misstated.

SECTION 11
EMPLOYMENT PLAN AND PRACTICES

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide an explanation of the relationship that will exist between the proposed district charter school and its employees, including evidence that the terms and conditions of employment have been addressed with effected employees and their recognized representative, if any. This must include the employment policies and practices of the proposed school including a description of the qualifications for the teachers and classified employees, the employee compensation schedule, recruitment procedures, and a plan for resolving employment-related problems. If teachers will be licensed, please list licenses.

STAFF SELECTION

The Academy will select its personnel directly, without prior authorization from DCSD, subject to compliance with all federal and state rules and regulations. This includes, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks unless a specific waiver is obtained from the State Board of Education or other proper authority. All teachers will meet the requirements of the No Child Left Behind (NCLB) Act. The Academy Board may terminate the employment of any personnel so long as such employees are not terminated for unlawful reasons. All people who perform services for the Academy will be considered " at-will" employees.

The Academy will hire administrative staff and teachers who can form a strong team capable of implementing the goals and mission of the school. The Board will ensure that the staff has the necessary tools to be successful and that a professional, facilitative atmosphere is present at the school. To be successful at the Academy, staff employed by the school must:

- Possess a belief that the goal of education is to benefit children; decisions should be made with the children's well-being as the primary concern.
- Be committed to the goals, objectives, and mission as set forth in this charter application.
- Be committed to the educational philosophy of the Academy.
- Realize that a teacher's expectations of a child often become self-fulfilling.

- Develop an expectation of success and excellence for the individual student and the school as a whole.
- Conduct his/her duties in a professional manner.
- Have a " can-do" attitude about any job that needs to be done and a respectful attitude when discussing student and staff issues.

The Academy shall not have the authority, by virtue of such policies or procedures or other actions of the Board, to change the " at-will" nature of the employment relationship.

STAFF QUALIFICATION

The Academy recognizes that the strongest indicator of student success is the quality of teachers. The recent federal education legislation, the NCLB Act, is predicated upon the notion that teacher excellence is essential to improved student performance. Numerous researchers support this notion.

The Academy understands that it is extremely important for the school to hire highly qualified and truly committed teaching staff, and that NCLB requires all schools to hire highly qualified teachers. The Academy will meet that requirement. Teachers hired at the Academy will be expected to possess four-year degrees and to demonstrate a true love for educating children. The Academy plans to recruit locally and, to a limited extent, nationally for qualified and experienced K-8 teachers. To compete in the marketplace for qualified teaching staff, the Academy will establish a salary schedule that takes into account the Douglas County Teacher Compensation Plan, other DCSD charter school salary schedules, salary levels at area private schools, and the uniqueness and benefits of the program that the Academy will offer. The Academy will prepare job descriptions for each staff position prior to beginning recruitment.

All faculty and staff at the Academy will be subject to a criminal background check in accordance with district policy and state statute. Once hired, teachers will receive substantial and ongoing professional development in Core Knowledge, state standards, and various programs being implemented by the Academy.

Teachers at the Academy are required to attend a complete in-service on child abuse reporting provided by DCSD, which satisfies the Child Protection Act training requirements. Some staff may be required to attend this training as well.

The school intends to purchase Special Education services, including the provision of necessary and highly qualified Special Education teachers, from DCSD so that the school can adequately serve all enrolled special needs students.

STAFF EVALUATION

Staff at the Academy will be formally evaluated on an annual basis. Teachers and associate staff will be evaluated by the school's Principal. The Principal and the Board will evaluate the Vice Principals. This formal evaluation will include such items as salary and performance reviews, areas for improvement, areas where additional training is needed, and goals for the following year. A crucial element of the annual evaluation for all teachers will be an assessment of the test scores achieved by students in each teacher's classroom, as well as a consideration of the Family Satisfaction Survey.

In addition to the annual formal evaluation, the Academy will implement a plan of more frequent, informal evaluations – particularly in the case of staff new to the school. These informal evaluations will be conducted in a give-and-take manner. Staff will be encouraged to provide input on what is working and what is not, and their input will be valued.

The evaluation process for all staff will consist of the following:

- Goal and criteria setting: Prior to the opening of school (and prior to the start of the school year in future years), the appropriate administrator(s) – the Board for the Principal, the Business Manager for non-instructional staff, and the Principal for faculty – will outline performance goals in consultation with each staff person.
- Mid-year performance review: Midway through the school year, the appropriate administrator will assess each staff person's progress against the agreed upon performance goals. This verbal review will focus on ways the administrator can best offer support to the staff person.
- If necessary, the school's Principal will develop an improvement plan for the employee and will monitor the employee's performance. The Principal will address significant concerns in a timely manner that is productive for the employee, overall staff morale, and students.

- End-of-year performance review: At the end of the school year, the Principal will develop a written performance evaluation to be shared with the employee.
- Response: Once the employee receives her/his review, s/he will have 30 days to respond to the evaluation in writing.

EQUAL OPPORTUNITY EMPLOYER

The Academy shall not discriminate against any employee on the basis of race, color, national origin, creed, religion, ancestry, age, gender, sex, sexual orientation, or disability in its recruitment, selection, training, utilization, termination, or other employment-related activities.

EMPLOYEE WELFARE AND SAFETY

The Academy shall comply with all DCSD policies, and all applicable federal and state laws, concerning employee welfare, safety and health issues, including, without limitation, the requirements of federal law for a drug-free workplace.

EMPLOYEE RECORDS

The Academy shall comply with all DCSD policies and regulations, and all applicable federal and state laws, concerning the maintenance and disclosure of employee records.

TERMS AND CONDITIONS OF EMPLOYMENT

The terms and conditions of employment will be reviewed with each employee at two different points in the hiring process:

- It is important that a potential employee understand the expectations and values of the Academy before accepting a position with the school. Likewise, it is important that the Academy have assurances that a potential employee believes in and supports the Academy mission, goals, objectives, and employee policies prior to continuing the interview process. This will be reviewed and discussed during the interview process.
- The Academy will compile the terms and conditions of employment into an Employee Agreement that will be signed by the employee, Principal, and a Board member prior to the employee's first day as an Academy hire. An initial draft of this Employment Contract can be found in Appendix N.

STAFF GRIEVANCE POLICY

A staff grievance policy is provided in Appendix M.

LICENSES

Teachers have not been hired. Hence their licenses are not listed. However, licenses will be provided upon request once the teachers have been hired.

SECTION 12
ACCOUNTABILITY PLAN

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a description detailing the plan of the proposed district charter school for academic and fiscal accountability. Specifics will include provisions to be made for a representative school accountability committee, representation on the District Accountability Committee (" DAC"), development of a School Improvement Plan which includes measurable school improvement goals based upon complete school profile information and action plans to accomplish those goals, and accountability reporting procedures to the DCSD and the school community. Fiscal accountability shall include plans for a regular fiscal report to the DCSD and the Board of Education.

The Academy shall operate under the auspices of, and be accountable to, DCSD and shall be subject to all DCSD policies and regulations unless specifically waived.

ACADEMIC ACCOUNTABILITY

School Accountability Council

The Academy will have an on-site School Accountability Council (SAC) comprised of staff, parents, and community members who will meet monthly. This committee will play an important role in the school's assessment process and will serve as an advisory committee to the Board. A member of the board shall serve on SAC.

The purpose of the committee is to inform, encourage, and provide opportunities for parents and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes. The committee will follow all state and district guidelines for SAC.

Specific responsibilities of the SAC include:

- Ensure the mission and vision of the school are being followed.
- Adopt goals and objectives for the improvement of education in the school.
- Adopt a plan to improve the educational achievement in the school.

- Make recommendations to the Principal and/or Board relative to the prioritization of the school budget.
- Make recommendations to the Board relative to the prioritization of the school budget.
- Discuss the means for determining whether decisions affecting the educational process are advancing or impeding student achievement.
- Report to students, parents, and the Principal on the educational performance of the school and provide data for the appraisal of the school's performance.
- Make recommendations to the Principal and/or Board on the expenditure of school grants.
- Make recommendation to the Board on the expenditure of school grants.
- Discuss safety issues related to the school environment.
- Prepare a report to be distributed to the school's community and to the Board of Education.

The SAC will consist of seven members including:

- The Principal of the Academy
- One teacher elected by a vote of all professionals at the school
- Three parents elected by a vote of the parents of the school
- One member appointed by the Board
- A community member appointed by the Principal

The committee will vote one parent to be president of the SAC. This parent will report to the Board at monthly board meetings with recommendations made by the committee. Additionally, one member of the committee will be designated to attend the District Accountability Committee (DAC) meetings as appropriate.

Unified Improvement Plan

The Academy will prepare and report a unified improvement plan each year to the DCSD. In developing this plan the Academy shall review the Academy's performance measures, indicators, and targets. Data shall be gathered. This data can include data from assessments, notes from teachers, and comments from parents. Following the data shall be analyzed to

determine trends and identify needs of the Academy. Root cause will be identified and an action plan will be developed to solve these root causes. The Academy will be dedicated to attend to action plan and rectify an issues identified by the plan.

A sample Unified Improvement Plan is provided in Appendix T.

Family and Staff Satisfaction Survey

Every spring, the SAC will administer a Family and Staff Satisfaction Survey that will evaluate all aspects of the school. This data will be compiled and presented to the Board. The SAC will work with the Board in developing the survey and reviewing the data. After the results of the survey are compiled, the Board and staff will review and consider the data before significant planning decisions are made.

Representation on the District Accountability Committee

The Academy will follow DCSD guidelines for the selection of a DAC member. The SAC will appoint a member to the DAC as a representative of the school.

Reporting Procedures to the Board of Education and School Community

The Academy's SAC will be responsible for preparing and distributing the school's annual report to the Board of Education and the school community. The Academy will provide any other reporting information that other district charter schools provide to the Board of Education, including the annual presentation and supporting documentation.

The president of the Board will serve as liaison with the Board of Education and the DCSD administration.

FISCAL ACCOUNTABILITY

The Academy will balance its budget with PPR after the first couple of years of operation. Ongoing fundraising will be a part of the makeup of the school, but no critical functions will depend on that income. The school will consider other additional revenue sources in addition to its full-day kindergarten as other revenue streams, using research from other school's programs to drive its decisions in these areas. The Academy may implement a full or part-time preschool as well.

The Academy will contract for an external audit of its financial statements on an annual basis. The financial statements will be prepared in accordance with GAAP and GASB 34. While

the Board understands that DCSD currently completes the Management's Discussion and Analysis for the entire district (a requirement of GASB 34) and individual schools are not required to complete this function, the Academy stands ready to do so. A fixed asset capitalization limit will be implemented at $5,000.

SECTION 13
FACILITIES

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a description of the facilities to be used by the district charter school and the way they will be obtained, funded, and maintained. Indicate if there is a proposed lease.

NEEDS ASSESSMENT

The Academy will open its doors the fall of 2011. We are seeking a location that can best support the school's K-8 educational program. Parameters driving this assessment for a permanent facility include:

- Located within the northwestern quadrant of Douglas County, preferably along the Santa Fe corridor
- Approximately six to nine acres of land that is zoned for a school or an existing 53,000-square-foot building
- Topography that supports minimum financial impact on the development of an approximately 50,000-square-foot school facility
- Available for August 2011 opening

CURRENT OPTIONS

The Board is exploring a number of facility options in parallel and is looking at facilities that can provide 65 to 75 square feet per student. Moreover, the Board is exploring three plans (A, B, and C) to find the best educational facility for the best price. In pursuing these options, the Board is seeking a facility that consumes no more than about 20 percent of the Academy's budget.

Plan A – School Development Company

The Board is working with Highmark Development Corporation (Highmark) for construction of a facility. Highmark will build a facility and lease the facility to the Academy for three to four years. After the Academy has successfully established a successful credit rating, the Academy will buy the facility from the developer. Under this plan, the Board is exploring an approximately 45,000-square-foot facility built on six to seven acres. Such a facility will be

developed with 75 square feet per student and will accommodate approximately 600 students. Because the Academy will grow to more than 800 students within the first three year of operation, the facility will be built with an expansion plan in place. Our realtor is working on a number of land options for such a facility.

Highmark has developed more than 12 charter schools throughout the country and has a proven track record for doing so. The Board has established a good working relationship with Highmark, and the facility is moving forward. Highmark shall not have influence over the Academy's curriculum, day-to-day operations, budget, or the educational programs. During construction, the Board will work closely with Highmark to ensure the facility will meet our needs and standards. During the lease phase, Highmark shall be considered a landlord. Finally, upon purchase of the building, the Academy's contractual relationship with Highmark shall cease.

A letter from Highmark development is provided in Appendix U.

Plan B – Rental Properties

The Board has worked with a real estate broker for a rental location along the Santa Fe Drive corridor. A number of locations have been identified that are priced within our budget. These locations vary in price from $12 to $20 per square foot per month triple net. The ease of conversion of these facilities into a school varies greatly; thus, these costs may vary as well.

Plan C – Modular School Facility

The Board has considered a modular facility option but to a much lesser extent.

SECTION 14
TRANSPORTATION

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a description of how the district charter school plans to meet the transportation needs of its pupils and, if the district charter school plans to provide transportation for pupils, a plan for addressing the transportation needs of low-income and academically low-achieving pupils.

The Academy will not provide transportation services for its students. However, the Academy will encourage carpooling and will assist parents in organizing carpools.

SECTION 15
ENROLLMENT POLICY

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a description of the district charter school's enrollment policy, including non-discriminatory criteria for enrollment decisions, that is consistent with state and federal law, including the act. This must include a description of the proposed school's plan to include academically low-achieving and at-risk students, to promote diversity and plans for educational programs for exceptional students, including a detailed plan for how students with disabilities will receive special education and related services. A current list of enrolled students must be provided to the DCSD no later than April 1 of the school year preceding the opening of the school. Additional information regarding projected enrollment numbers for each grade level and in total and whether such numbers are planned to increase over the term of the requested charter should be included.

ENROLLMENT POLICY

The Academy will recruit students in a manner that ensures equal access to the school and does not discriminate against students of a particular race, color, national origin, creed, religion, ancestry, age, gender, sex, sexual orientation, disability, socioeconomic status, or need for special education.

PLAN FOR STUDENTS WITH DISABILITIES

The Academy will afford students with disabilities all the process and services established by federal, state, and district requirements and will provide a supportive environment where such students can excel at their level. Moreover, the Academy will accommodate for those individuals who are physically handicapped, and will allow them full access to the facility.

The Academy will comply with the Americans with Disabilities Act of 1990 (ADA). The Academy will not discriminate solely on the basis of disability in employment, public service, and accommodation. Accordingly, any individual with a disability who has a physical or mental impairment that substantially limits one or more life activities, has a record of such impairment, or is regarded as having such impairment will not be discriminated against.

In addition, the Academy will act in accordance with the Individuals with Disabilities Education Act (IDEA). IDEA is an education act that provides federal financial assistance to state and local education agencies to guarantee special education and related services to eligible children with disabilities. Children ages 3-21, who are determined to be eligible within one or more of 13 specific categories of disability and who need special education and related services, are protected. Categories include autism, deafness, deaf-blindness, hearing impairments, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, serious emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairment.

Every student with a disability will participate in the state assessment system through the CSAP or the CSAP-Alternate (CSAP-A). The CSAP-A is intended for a very small group of students on Individual Educational Programs (IEPs) who require significantly different instructional and technological supports to progress in their learning.

The Academy will contract with DCSD for special educational evaluations and services and to provide special education staff to the Academy. The staff required will include a psychologist, health professional, part-time social worker, speech and language specialist, and at least one full-time special education provider. All of these personnel must be licensed and will be hired by the DCSD and then contracted out to the Academy. Although they are DCSD employees and will not be paid or provided benefits by the Academy directly, they will report to the Academy and be managed and evaluated by the Academy Principal for the time they report to the school.

Finally, student evaluation and intervention will occur first within the classroom at Ben Franklin Academy. Classroom intervention can work in conjunction with ability groupings. Interventions may also include allowing students extra time or changing teaching approaches. The teacher will work with the Principal and other grade level teachers to determine appropriate intervention.

Should the classroom intervention not meet the student's needs, the team will discuss the student's needs with a special education evaluation team to gather further information as to how to proceed in best educating the student. As with all Douglas County schools, Ben Franklin Academy will undertake the responsibility of:

1. Identifying all disabled children and offering them educational services.

2. Assessing each disabled child individually and, when appropriate, formulating a written IEP.
3. Ensuring that disabled students are placed in the Least Restrictive Environment (LRE) commensurate with their needs.
4. Notifying parents in writing about identification, evaluation, and school placement of their child.
5. Providing those " related services" required for children to benefit from special education.

In addition to utilizing IEPs for the identified special needs students, the Academy will use the Section " 504" Process. ILPs will be developed for students falling below grade level in any subject.

PROJECTED GRADE LEVEL ENROLLMENT NUMBERS

The following chart shows projected grade level enrollment numbers when the school opens and at build out as well as the current number of intent to enrolls received.

	Intent to Enroll (Sept. 7, 2010)	2011	2015
Pre-Kindergarten	106	TBD	TBD
Kindergarten	146	96	96
First Grade	91	96	96
Second Grade	63	96	96
Third Grade	62	96	96
Fourth Grade	36	96	96
Fifth Grade	29	48	96
Sixth Grade	9	48	96
Seventh Grade		0	96
Eighth Grade		0	96

COMMUNITY RELATIONS PLAN

The Academy reached out to families living in northwestern Douglas County, including Roxborough, Sedalia, and western Highlands Ranch; portions of Jefferson County, such as the Trailmark community located near Chatfield Reservoir; and other areas such as Littleton and Castle Rock (on a lesser scale).

Strategies for increasing awareness and the number of committed enrollees include:

- The Academy's website: www.BenFranklinSchool.org
- Word of mouth
- Informal socials at volunteer's homes
- Informational meetings
- Articles and mentions in yourhub.com and *The Highlands Ranch Herald*
- Posting flyers in area businesses, libraries, and daycare centers.

The Academy hosted a variety of informational meetings in the spring and summer of 2010 to help educate prospective parents on the school's curriculum, culture, and parent involvement. All of these meetings were held at 6:30 p.m. on the following dates and locations:

- March 25, Roxborough Library
- April 6, Little People's Landing, Roxborough
- April 19, Roxborough Library
- May 18, Highlands Ranch Library
- June 1, Roxborough Library
- June 8, Westridge Recreation Center, Highlands Ranch
- July 8, Westridge Recreation Center, Highlands Ranch
- July 13, Westridge Recreation Center, Highlands Ranch

Additional meetings will be scheduled if needed.

Intent to Enroll forms are received through the mail, email, the Academy's website, and by hand delivery. These forms are dated upon receipt, and the information is added to an online database. Hard copies are kept on file as well.

SECTION 16
ADMISSION PREFERENCES AND POLICIES

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a description of the district charter school's admission preferences and policies. These policies must comply with law, including but not limited to state open enrollment requirements. Also, verification that tuition will not be charged should be provided.

THE ACADEMY'S ADMISSION PREFERENCES AND POLICIES

The Academy is a tuition-free school with the exception of its full-day kindergarten program and a possible preschool. The Academy has developed this enrollment policy consistent with federal law as specified in Title V, the charter school start-up funding legislation. The Academy will use a lottery to fill vacancies once grade levels become oversubscribed. Because the Academy will rely on federal grant funds for some of its academic programs, the Academy will follow the specific requirements of the lottery described below in the priority enrollment section.

The lottery will be skewed for students that have been on the waitlist for over a year and for students in the Academy's preschool, if one exists. These students shall be given two lottery numbers rather than just one.

On February 1, 2011, the first classes will be organized. Children of founding families and staff will be guaranteed enrollment up to 20 percent of the student population, with founding families having priority over staff families. Following which, all grades that are oversubscribed. The Academy reserves the option to disregard these restrictions when reliance on federal grants ends.

The community will be notified of the charter school opening and open enrollment via a number of mechanisms. These include: newspaper articles, the website www.benfranklinschool.org, word of mouth, and emails to community members.

This policy outlines the approved enrollment process for the Academy for all grades.

Priority Enrollment

Priority for enrollment will be given to the following groups of students, prior to the lottery:

- Currently enrolled students;
- Children in the household of Founding Families;
- Children of teachers; and
- Siblings of currently enrolled students. Siblings that share the same birth date (i.e., twins or triplets) shall receive automatic enrollment.

The aggregate sum of priorities 2 and 3 will comprise no more than 20% of total student enrollment per CDE Grant Guidelines.

Founding Families

A Founding Family includes children in the household of any member of the Board and children in the household of any family or person that provides at least 60 hours of approved volunteer service toward the establishment of the Academy. For first year enrollment, approved volunteer hours must be served between March 2010 and January 15, 2011. For priority enrollment in subsequent years, approved volunteer hours must be served prior to the first day of school in 2011. Founding Family status will be prioritized based on the completion date of the required 60 volunteer hours.

Currently the founding families include:

- The Sanders
- The Lamberts
- The Fergusons
- The Mullens
- The Sunaharas
- The Brocks
- The Nekoueis
- The Hardens
- The Bynums

Open Enrollment

Open Enrollment for each school year will end at the close of business (4 p.m.) on January 31 of the upcoming school year. All Intent to Enroll forms received prior to or during the school's open enrollment period will be considered for enrollment for the next school year. Families who applied in a prior year but were not previously extended an invitation to enroll do not need to reapply unless they have previously asked that their Intent to Enroll form be removed from the lottery list. Opportunity for Open Enrollment will be made public within the school community at least 14 days prior to completion of the open enrollment period (January 31) to provide equal opportunity to all interested students.

Invitation to Enroll

If the number of Intent to Enroll forms received is less than or equal to the number of student spaces available for any grade (K-8), the school will extend an invitation to enroll every student for whom a completed Intent to Enroll form was received prior to the end of the Open Enrollment Period as stated above. Should the number of Intent to Enroll forms received by the Open Enrollment deadline be higher than the number of available spaces, all students for the oversubscribed grade will be assigned a randomized identification number, one per family, to be used in a lottery.

On February 1, 2011, the first classes will be organized. Children of founding families and teachers will be guaranteed enrollment up to 20% of the student population, with Founding Families having priority over the families of teachers. Following which, grades K-6 will be filled starting with grade 6 and working down. If a grade is not oversubscribed, then all students in that grade will be enrolled. If a grade is oversubscribed, then a lottery will be held to fill that grade. When a student is enrolled, his younger siblings will be enrolled in their respective grades prior to the lottery for that grade level, if there is room. Multiple birth children (i.e., twins and triplets) will be enrolled together regardless of class size.

Lottery

If a lottery is necessary due to a surplus of potential enrollees, the lottery process will be conducted no later than noon (MST) on February 1 or the first school day following in the event the 1st falls on a weekend. Intent to Enroll forms received by the school prior to the close of the Open Enrollment Period, including those received by families who have previously submitted an

Intent To Enroll and not requested that their name be removed, and have *not* been extended an invitation to enroll, will be assigned a computer-generated, randomized number, number per family. This number will be assigned for the upcoming academic year only. Enrollment vacancies will be filled by grade, beginning with the highest grade for which there is one or more vacancies, and will continue in descending order (grade 8, grade 7, etc.) until all vacancies are filled. Invitations to enroll will first be extended to families assigned the lowest lottery number. The lottery process will be overseen by at least one member of the Board to ensure the integrity of this process.

This lottery-generated wait list will be maintained until the next upcoming enrollment period beginning February 1 of the following year when a new lottery list is generated to fill vacancies for the current school year.

Enrollment Acceptance

Families who have drawn a lottery number for an available placement will be informed via telephone, email, or U.S. postal mail beginning on February 1 of the upcoming academic year. After the family is contacted and enrollment is offered, the school will require a verbal decision within 48 hours. Parents or legal guardians of the student(s) are responsible for providing a reasonable way for the Academy to reach them regarding enrollment. Parents are also responsible for informing the school of any change to their contact information. While the Academy will make every attempt to notify families, the school is not responsible for the inability to contact families should they be unreachable (e.g., traveling, inaccurate information on the Intent to Enroll form, etc.).

While siblings are not guaranteed placement, they will be given priority for enrollment as noted above. Every effort will be made to ensure enrollment for siblings in the future.

Vacancies

Should a vacancy be created prior to or after the school year has begun, the vacancy will be filled as specified in the " Priority for Enrollment" and " Invitation to Enroll" sections as noted above. A student who fills a vacancy will be considered a currently enrolled student, and that student's enrollment will continue beyond the current academic year.

DCSD Open Enrollment Policy

By providing written Enrollment Acceptance to the Academy (as defined by completing the Enrollment Kit), the parent or guardian understands that the Academy is their student's home school of record and will forfeit enrollment in their neighborhood school, as defined by DCSD Open Enrollment Policies. Please refer to DCSD website for details.

Non-Discrimination Policy

It is the intention of the Academy to be fair and equitable to all potential students. The Academy will not discriminate against any student based on race, color, national origin, creed, religion, ancestry, age, gender, sex, sexual orientation, disability, socioeconomic status, or need for special education. Students with disabilities, " at-risk" students, and gifted and talented students will be enrolled in the same manner as other students.

SECTION 17
ANTICIPATED STUDENT DISCIPLINE AND ATTENDANCE POLICIES

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide an outline of anticipated student discipline and attendance policies that must comply with law.

DISCIPLINE

The Board of Directors believes in a fair, but strict, discipline policy that is rigorously enforced. Consequences should be immediate, logical, and relevant. A safe environment that is conducive to learning is of the utmost priority. All policies shall be in accordance with state law.

The Principal and staff shall develop detailed guidelines and procedures that align with the five character qualities that drive the Academy's Character Education Program. At the Academy, we will teach good behavior every day using the Thirteen Virtues.

- The Academy shall adhere to the Douglas County Public Schools Conduct Code and Related Policies.
- Pursuant to C.R.S.22-33-106, serious violations in a school building, or in or on school property, shall result in mandatory expulsion. Academy students being recommended for expulsion by the Principal, for any reason, shall be referred first to the designated school administrator and the Board, then to the DCSD Superintendent or his/her designee, and ultimately to the Board of Education.
- The Principal shall have the authority, pursuant to C.R.S.22-33-106, to suspend a student. The Board president shall be notified when an out-of-school or in-school suspension is given for more than five school days.
- Bullying shall not be tolerated.
- Students are required to follow the overall school discipline procedures, as well as those defined by their classroom teacher.
- Classroom teachers are required to follow the overall school discipline procedures while simultaneously developing and maintaining a well-defined discipline system in their individual classrooms.

- Other staff members and visitors are required to support the overall school discipline procedures.
- Family support of the school-wide discipline policy and the procedures in individual classrooms will create a consistent message to all students. Classroom teachers and staff should be supported in their efforts to discipline students.

ATTENDANCE

The Board recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support our goal to educate all students effectively, the Academy and parents must work as knowledgeable partners.

Attendance expectations

The Academy expects strong attendance by all students under ordinary circumstances. Classroom attendance is imperative to a child's education, and the responsibility for this falls to both guardians and the children.

Absences

An absence is defined as failure to appear at the Academy and remain there throughout the entire school day unless dismissed earlier by proper authority. Failure to appear and remain throughout the entire time of a scheduled class period shall also constitute an absence from that class unless dismissed earlier by proper authority.

Unexcused Absences

Unexcused absences are defined as those absences with or without prior knowledge and approval of the parents but for reasons not acceptable to the Principal. Unexcused absences include those that result from suspensions and expulsions.

Excused Absences

Excused absences are defined as those resulting from any of the following: temporary or extended illness; injury; or physical, mental, or emotional disability; family emergencies; and absences excused by the Principal through prior requests of parents or guardians.

Excessive Absences

A student who has eight or more unexcused absences from class in any quarter may be dropped from that class unless, in the judgment of the Principal, the student can meet the class requirements satisfactorily in other ways.

Habitually Truant Students

Students subject to the compulsory attendance laws who have four or more full day unexcused absences from school in any one month, or 10 full day unexcused absences during any school year, are considered to be " habitually truant" under state law. For purposes of this policy, an " absence" is the accumulation of any and all class/period absences on any school day.

SECTION 18
REQUESTED WAIVERS

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a specific request for waiver of each policy of the Board of Education that the applicant's requests not be applicable to the proposed district charter school. The request must include a complete statement of rationale for each policy waiver requested and a plan for addressing the subject of the policy. A specific request for each state statute and/or State Board Regulation the proposed school requests be waived must also be submitted. This request must include a specific statement of rationale for each statute or regulation waived and a plan for addressing the subject of the statute or regulation.

The Academy will to comply with all state laws and district policies that are not waived.

WAIVERS TO NAMING A SCHOOL AFTER A PERSON

The Academy requests a waiver from the districts policy against naming a school after a person.[12] The rationale for this wavier is simple: Ben Franklin's achievements, virtues, integrity, and well-roundedness embodies the vision of the school. There will be no achievement or financial impact on the school or the district if this policy is waived. The impact of this wavier will be measured by the students

EMPLOYMENT, EVALUATION, AND TERMINATION OF TEACHERS AND NON-CERTIFICATED STAFF

State Statute/DCSD Policy	Description
22-9-106 – Certified Personnel Evaluations/ District Policy: AFC-1, GCN-1, Evaluation of Professional Staff: Teachers	Requires school districts to have a written system and related procedures to evaluate the performance of school district certificated personnel.
22-32-109(1)(f) – Local Boards of Education – Specific Duties/Selection and Pay of Personnel	Requires local boards of education to employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation.
22-32-110(1)(h) – Termination of Employment	Makes the Board of Education responsible for terminating personnel.

[12] Board File: FF, Naming New Facilities, under District current practice codified 1978 and revised August 19, 2003.

22-32-110(1)(k) – Local Board Powers/Policies Related to In-service Training and Official Conduct	Gives local boards of education the power to adopt written policies related to the in-service training, professional growth, safety, official conduct, and welfare of the employees.
22-32-110(1)(ee) – Employment of non-certificated personnel	Authorizes the Board of Education to employ teacher aides and non-certificated personnel.
22-63-201 – Employment – Certificate Required/ District Policy: GCC/GCD – Professional Staff Recruiting/Hiring	Prohibits a Board from entering into an employment contract with a person who does not hold a teacher's certificate or letter of authorization.
22-63-202 – Employment Contracts/ District Policy: GCPB, Resignation of Professional Staff Members; GCPC, Retirement of Professional Staff Members; GCPCA, Early Retirement; GDA, Support Staff Positions; GDC/GDD, Support Staff Recruiting/Hiring; GDB/GDBA, Support Staff Contracts and Compensation Plans/Salary Schedules	Requires written employment contract with teachers, including a damages provision. Provides for temporary suspension of employment and cancellation of contract. District policies relate to employment provisions including salary, benefits, leave and termination.
22-63-203 – Probationary Teachers	Provides for contract with probationary teachers and allows for non-renewal and renewal of employment contracts.
22-63-206 – Transfer – Compensation/ District Policy: GCE, Professional Staff Assignments and Transfers	Permits transfer of teachers between schools upon recommendation of district's chief administrative officer.
22-63-301 – Grounds for Dismissal/ District Policy: GCPD, Suspension and Dismissal of Professional Staff Members; GDP, Support Staff Termination of Employment	Provides grounds for dismissal of teachers.
22-63-302 – Procedures for Dismissal	Provides procedures for dismissal of teachers.
22-63-401 – Salary Schedule District Policies: GDB/GDBA, Support Staff Contracts and Compensation Plans/Salary Schedules; GDBD, Support Staff Leaves and Absences; GDBDA, Support Staff Sick Leave; GDBDB,	Provides for District Boardthe Board of Education to adopt a salary schedule and place teachers on the schedule.

Support Staff Funeral Leave; GDBE, Support Staff Vacation and Holidays; District Policy: GCB, GCBA-1, GCBA-2, GCBB, GCBD	
22-63-402 – Services – Disbursements	Prohibits disbursement of district monies to teachers without a valid teacher's certificate, letter of authorization or written authorization.
22-63-403 – Payment of Salaries	Governs payment of salaries upon termination of employment of a teacher.
District Policy: GBL, Personnel Records	Requires school personnel records to be maintained.
District Policy: GMB, Staff Complaints and Grievances	Sets forth procedures for staff to file complaints and/or grievances.
District Policies: GCA, Professional Staff Positions; GCDA, Professional Staff Recertification; GCG, Professional Staff Probation and Tenure; GCJ/GCK, Professional Staff Time Schedule/Work Load; GCKB, Professional Staff Meetings; GCL, GCL-A, Professional Staff Development Opportunities/Visitations and Conferences; GCPA, Reduction in Professional Staff Workforce	

Rationale

The Academy will be responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules and regulations, providing its own training, and establishing its own system for staff to file complaints and grievances. Therefore, the Academy requests that these statutory duties be waived or delegated from the Board of Education to the Academy Board. Additionally, the Academy will maintain personnel records for each employee, certificated, classified, and administrative. These records will be accurately maintained at the school. The school will comply with all public records and privacy act requirements.

Expected Impact on Achievement

The Academy will establish performance criteria in accordance with its educational program. The school will evaluate its teachers in accordance with the student achievement goals specified elsewhere in this proposal. The Academy will select, employ and provide professional development for its own teachers and staff. The school will manage its own personnel affairs, including the establishment of salary schedules and procedures of dismissal. It will be able to operate its educational program in a more efficient and productive manner and will be accountable for the performance of teachers and students in the school. The Academy expects student achievement to rise (as measured by standardized testing) and student and staff satisfaction to increase.

Financial Impact

The Academy anticipates that the requested waiver will have no financial impact on DCSD or the school.

Evaluating the Impact of the Waivers

The impact of these waivers will be measured by the performance criteria and assessments that apply to the school, including the student achievement goals defined in this proposal; the scores achieved on the Colorado Standardized Assessments (e.g., CSAP); and other standardized, norm-referenced testing that may be implemented at the school. Staff retention, turnover, and satisfaction also will be measured and analyzed to measure the impact of these waivers.

WAIVERS TO BOARDS OF EDUCATION – SPECIFIC DUTIES

State Statue/DCSDPolicy	*Description*
22-32-109(1)(t) – Educational Program and Textbooks/ District Policy: AE, School District Goals and Objectives; IA, Instructional Goals; IF, Curriculum Development	This law grants boards of education authority to determine educational program to be carried on in schools of the district and to prescribe textbooks.
22-32-110(1)(y) – Local Board Powers/Accept Gifts and Donations	Gives local boards of education the power to accept gifts; donations or grants to any kind made to the district and to expend or sue said gifts, donations or grants in accordance with the conditions prescribed by the donor.

22-32-109(1)(b) – Local Boards of Education – Specific Duties/Competitive Bidding	This law requires local boards of education to adopt policies and prescribe rules for competitive bidding in the purchase of services, except professional services, in the district.
22-32-109(1)(n)(I) – Local Boards of Education – Specific Duties/School Calendar/ District Policy: JC, School Attendance Areas	This law requires local boards of education to determine the length of time which the schools of the district will be in session.
22-32-110(1)(i) – Local Board Powers/Reimburse Employees for Expenses	This law gives local boards of education the power to reimburse employees for expenses incurred in the performance of their duties.
22-32-110(1)(j) – Local Board Powers/Procure Insurance/ District Policy: GCBC, Professional Staff Fringe Benefits	This law gives local boards of education the power to procure group life, health or accident insurance covering employees of the district.
22-33-104(4) - Compulsory School Attendance	This law gives local boards of education the power to adopt a written policy setting forth the district's attendance requirements.
District Policy: JICA, Student Dress	

Rationale

The Academy will have the authority to determine the educational program and textbooks to be used in the school. Consequently, these waivers are requested to delegate responsibility for these items from the Board of Education to the Academy in keeping with the spirit of the overall proposal.

Expected Impact on Achievement

The Academy expects, as a result of these waivers, to implement its defined curriculum and meet or exceed the student achievement goals the school has defined in previous sections of this proposal. The Academy expects students and staff alike will be enthusiastic about the varied and sophisticated information imparted, which will have a positive affect on school attendance. The Academy also expects that, as a result of these waivers, it will be able to operate its educational program to the benefit of the students, teachers, and community while ensuring that students begin focusing on the curricular standards of the Academy from the beginning.

Financial Impact

The Academy expects the requested waivers will have no financial impact on DCSD or school.

Evaluating the Impact of the Waivers

The impact of these waivers will be measured by the performance criteria and assessments that apply to the school, including the student achievement goals defined in this proposal; the scores achieved on the Colorado Standardized Assessments (e.g., CSAP); and other standardized, norm-referenced testing that may be implemented at the school.

WAIVERS TO EMPLOYMENT AND AUTHORITY OF PRINCIPALS

State Statute	Description
22-32-126 - Principals – Employment and Authority District Policy: GCB, Professional Staff Contracts and Compensation Plans; GCC/GCD, Professional Staff Recruiting/Hiring	Authorizes boards of education to employ Principals.

Rationale

The Academy will be responsible for its own personnel matters including hiring and evaluating the school's Principal. The success of the Academy will depend, in large measure, on the experience and dedication of its staff. The school must have the ability to motivate, train, and compensate its staff to be accountable for the student achievement that takes place at the school.

Expected Impact on Achievement

This waiver is important to the school's ability to meet its stated student achievement goals. It is imperative the Academy Board has the ability to hold the Principal accountable for the school's impact on overall student achievement. This accountability would be impossible to achieve without the Principal reporting directly to the Academy Board.

Financial Impact

There should be no financial impact upon the DCSD. The Academy must operate within its budget, and the cost of employing the Principal has been included in that budget.

Evaluating the Impact of the Waiver

The impact of this waiver will be measured by the student achievement results of the school as well as by the achievement of the school's goals and objectives as specified previously in this proposal.

WAIVERS TO EDUCATIONAL CONTENT REQUIRED

State Statute	Description
22-1-110 – Effect of use of alcohol and controlled substances to be taught	Specifies how, when, and to what extent the effects of alcohol and controlled substances will be taught in all grade levels.

Rationale

The Academy will be responsible for its own educational, curriculum, field trips, and use of facility policies. The Academy must have the ability to choose its own curriculum and other educational complements. Further, the Academy should have the authority to determine how its facility will be used and any corresponding fee schedule.

Expected Impact on Achievement

This waiver is important to the school's ability to meet its stated student achievement goals. It is imperative the Academy's Board have the ability to choose its curriculum in order that it can meet its student achievement goals. The Board must also have the authority to determine the use of its facility to ensure that this meets the needs of the Academy community.

Financial Impact

There should be no financial impact upon the DCSD. The Academy must operate within its budget and will be responsible for approving all expenditures and revenues.

Evaluating the Impact of the Waiver

The impact of this waiver will be measured by the student achievement results of the school as well as by the achievement of the school's goals and objectives as specified previously in this proposal.

The Academy reserves the right to continue reviewing Colorado Revised Statutes and/or district policies to determine if there are additional waivers the school would like to pursue and to request waivers of those statutes, as specified in C.R.S. 22-2-117 (1) and (2).

SECTION 19
DISCONTINUED OPERATION

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a description of the process to be used to discontinue the operation of the school.

In the event the Academy should cease operations for whatever reason, including the non-renewal or revocation of its charter, it is agreed that DCSD shall supervise and have authority to conduct the winding-up of the business and affairs of the Academy; provided, however, that in doing so, the district does not assume any liability incurred by the school beyond the funds allocated to it by the district under this charter. The district's authority hereunder shall include, but shall not be limited to, the return and disposition of any assets acquired by purchase or donation by the Academy during the time of its existence.

SECTION 20
DISPUTE RESOLUTION

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide a description of a dispute resolution process to be used to resolve disputes between the proposed district charter school and the district. Accordingly, the Academy proposes the following dispute resolution procedure:

In the event any dispute arises between DCSD and the Academy relating to the interpretation or application of the contract, or any waiver, policy, or procedure, either party may request dispute resolution pursuant to this article. Upon such request, the Superintendent of the district, or his/her designee, and the Academy's Board, or their designees, shall meet and attempt in good faith to negotiate a resolution to the dispute within 30 days. In the event such an informal meeting fails to resolve the dispute, the parties to the meeting shall submit the matter to the Board of Education for its consideration. Any resulting decision may be appealed to the State Board concerning those matters within the State Board's jurisdiction under the Charter School Act.

SECTION 21
ACCOUNTABILITY TO THE BOARD OF EDUCATION

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide an indication that the applicant/applicant group understands and the district charter school agrees that in accordance with state law, the district charter school shall be a district public school that is accountable to the board of education.

The Board understands that in accordance with state law, the Academy is a district public school and is accountable to the Board of Education.

SECTION 22
THE FOUNDING BOARD ENTITY STATUS

DISTRICT REQUIREMENTS

According to the DCSD's application contents, the application shall provide assurances that the proposed district charter school and/or applicant group have never operated as a private school or non-public home-based educational program. Such assurances must include a description of the authority that the founding applicant group of the proposed district charter school has to enter into a charter contract (i.e. a description of the type of entity that is proposed or existing).

The Founding Board is currently organized as a Colorado Non-Profit Corporation organized in 2010 and abides by the laws and regulation of the state of Colorado. The Founding Board will become The Academy School Board upon grant of the charter. The Founding board has never operated as a private school or non-public home-based educational program.

APPENDIX A
LETTERS OF SUPPORT

SENATOR HARVEY

TED HARVEY
State Senator
Colorado State Capitol
Denver, Colorado 80203
Capitol: (303) 866-4881
Fax: (303) 866-4913
ted.harvey.senate@state.co.us

COMMITTEES
Member of:
Appropriations
Agriculture and Natural Resources

Ranking Member of:
Business, Labor and Technology

SENATE
STATE OF COLORADO
DENVER

Douglas County Board of Education
Douglas County Schools
620 Wilcox Street
Castle Rock, CO 80104

Dear Douglas County Board of Education:

I am excited to lend my support for the approval of the Ben Franklin Academy Charter School in Northwest Douglas County. As you know, I strongly believe that only through free market competition in education will we be able to provide parents the necessary options their children deserve, while at the same time improve public education across the board.

Douglas County already has the best public school system in the state and the addition of the Ben Franklin Academy will only contribute to the continued success of the District. Based on the current Board of Education's goals to provide more choice within the school district, Ben Franklin Academy is a perfect option for helping to achieve those goals.

As evidenced by the large waiting lists at charter schools throughout the Douglas County School District, there is a significant demand for additional "schools of choice". Ben Franklin Academy will help satisfy this demand—especially in Northwest Douglas County where viable alternatives within the District are not easily accessible. As you know, the lack of access to charter schools in this part of the District has forced many families to send their students to either Jefferson or Littleton School Districts. This unfortunate situation has resulted critical State funds following these students to these other districts. Ben Franklin Academy will not only provide another option for these parents, but will have the added benefit of keeping these much needed State funds here at home.

Finally, Ben Franklin Academy's focus on science and math educational programs will provide a unique option for parents throughout the district. Obviously, there is a great need both locally and nationally for this type of intensive educational focus.

Therefore, for all of the above reasons, I strongly recommend that the Board of Education grant Ben Franklin Academy a charter.

Sincerely,

Ted Harvey,
Colorado State Senator District 30

TOM MAURO, CEO, COLORADO PERFORMANCE EXCELLENCE

PO Box 17545 | Denver, Colorado 80217 • 303.893.CPEX (2739) office • 720.859.1353 fax | www.coloradoexcellence.org

8/17/10

Doug County Board of Education and Superintendent
Douglas County Schools
620 Wilcox Street
Castle Rock, Colorado 80104

Dear Superintendent Elizabeth Celania-Fagan and Board President John Carson:

I am writing in support of the establishment of the Ben Franklin Academy in Highlands Ranch. As a former school board member in Denver Public Schools, I support the core knowledge curricula the school will be based on and as the CEO of Colorado Performance Excellence, I can attest that the school is investigating the use of the Baldrige based criteria for performance excellence to assist in the management of the school.

As a former businessman and school board member, I am impressed with the academic process and business process the founders of the school are taking in their deliberate approach to creating a school with high academic standards and efficient business ethics and standards. I hope you can support the creation of this sound program for Highlands Ranch and possibly other county student participation.

Sincerely,

Tom Mauro

Tom Mauro, CEO

PASTOR DAN DOLQUIST, GRACE PRESBYTERIAN CHURCH

GRACE CHURCH

"You are the light of the world. A city on a hill cannot be hid." -Jesus of Nazareth Matthew 5:14

August 17, 2010

To Whom It May Concern,

It is my pleasure to recommend to you a new elementary charter school in our area, the Ben Franklin Academy.

With the blessing of the Douglas County School District, the Academy is a new venture in northwest Douglas County set to open their doors in the fall of 2011.

The Academy is a public school focusing on the education of children age kindergarten through 5th grade, eventually expanding through 8th grade. The school will be unique by offering a "Core Knowledge" curriculum of science, math, and character education.

I am excited about this new school and the impact the Academy will have on children in our area. I hope you will join me, and the over 400 people who have already responded with the intent to enroll, in welcoming the Ben Franklin Academy charter school to our community.

Sincerely,

Rev. Dr. Dan Dolquist B.A., MDiv., ThM., DMin.
Senior Pastor, Grace Presbyterian Church

GRETCHEN TESTERMAN, ESQ., PARENT

Gretchen Testerman, Esq.
9157 Fox Fire Drive
Highlands Ranch, CO 80129

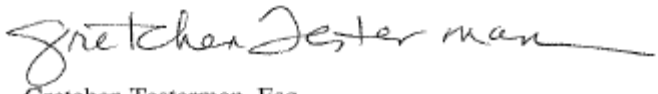
August 17, 2010

Douglas County Board of Education
620 Wilcox Street
Castle Rock, CO 80104

Dear Board Members:

I would like to express my support for the proposed Ben Franklin Academy charter school in Northwest Douglas County. I am currently involved in the school's grant writing efforts and plan to have my two children attend the school. Ben Franklin Academy is positioned to be successful, building on the model of other effective charter schools while uniquely adopting a mission inspired by Benjamin Franklin. The community is excited and dedicated to making the school a reality and my family and I are likewise committed to its ultimate long-term success.

Sincerely,



Gretchen Testerman, Esq.

JACK SUNAHARA, STATE FARM AGENT

August 18, 2010

Douglas County Board of Education and Superintendent
Douglas County Schools
620 Wilcox Street
Castle Rock, CO. 80204

Attn: Superintendent Elizabeth Celani-Fagan and Board President John Carson:

The purpose of this letter is to encourage you, the Douglas County School Board to approve and support the new proposed charter school, Ben Franklin Academy located in Highlands Ranch.

When children become old enough to be aware of the future, one of their primary dreams is of going to school and meeting new friends. Parents on the other hand, dream of an education that excels and one that will continue to help build future dreams for their children. Educations that will help promote America's future citizens.

In speaking to the founders of this new school, I find it very refreshing that their primary interest is the teaching of the core subjects that are needed to advance in today's society. They are interested in academic structure and high standards for all students.

I have been a State Farm Agent for over 35 years and throughout those years have met many people in all walks of life. I have taught safety courses to high school students and have not always been impressed. I find that the system seems to push students along even when they should not be advanced. It would be inspirational if a school such as The Ben Franklin Academy could exist to give our children and future generations the education that they so well deserve at an early age to discourage undeserved advancement.

Sincerely:

Jack Sunahara, Agent

HEATHER GRAY, TEACHER

August 11, 2010

To Whom It Concerns,

As a teacher with Cherry Creek School District and a former teacher of two charter schools in Douglas County, I am writing this letter in support of Ben Franklin Academy. I fully support Ben Franklin Academy because of three reasons. First, it is in an area that does not have charter schools in it without driving a bit or going to another district. There are no charter schools in northwest Douglas County. This means that there would be an option for those families that would like their children to go to a public school of choice and live in this part of Douglas County without going to neighboring districts.

Secondly, I agree and support Ben Franklin's Mission and Vision of the school. The mission to provide students with differentiated instruction using assessments to drive teaching with a challenging, sequenced curriculum is admirable. The goals of academic excellence combined masterfully with individualization for each child and with balance so that children can have an exemplary education while still being able to actively pursue extracurricular activities outside the school day is commendable. Using E.D. Hirsch's Core Knowledge sequence provides an academically rigorous springboard that informs teachers of the expectations that the students need to know at each grade level. The Core Knowledge sequence closely follows the state and district standards. In addition, science is a major focus encouraging children to question their world around them and to compete in our ever changing world.

Lastly, I feel that Ben Franklin Academy will be an asset for the community. It will stand as a beacon to others as an exemplary school. With the Renaissance man and forefather, Benjamin Franklin, as a model, his endeavors are seen as a role model. This is an exciting change to see student's modeling their lives after someone who was respected for his integrity and intelligence.

All of these reasons, make it easy for me to support this new charter school. Ben Franklin Academy will be a shining jewel for northwest Douglas County, and I am sure will shine like a beacon with other public schools of choice.

Sincerely,

Heather R. Gray

Heather R. Gray

ZACH GAUTIER, TEACHER

August 16, 2010

To Whom It May Concern:

This letter is written on the behalf of Ben Franklin Academy. It is my strong opinion that it is in the best interest of the Douglas County community and students to have Ben Franklin Academy become a charter, option school for the district for the following three reasons: strength and marketability of the district, overall quality of education and consumer demand.

I have been an educator for six years and have seen the need for charter schools. I currently teach ninth grade honors history at Valor Christian High School. I have been impressed at the caliber of students that I have received from the area charter schools. This past year, I had a handful of students who were the best equipped for the demands of high school. Almost all of those students had been educated at one of the area charter schools. My experience seeing the results of a charter education has made me eager to help found BFA so that my own sons can have a similar quality of education.

In a district as large as Douglas County, choice in instruction, emphasis and culture is vital. For my wife and I, as we were making the decision of where to move, the variety of options for charter schools in Douglas County was a significant factor. I believe that many other families with young children make a similar decision. Ben Franklin Academy would provide a much needed charter school for northwest Douglas County.

Secondly, the research has shown that charter schools have been a great investment in Douglas County. The quality of education that the existing charter schools have created has been a great benefit for the district. Ben Franklin Academy has already made clear that they will build upon the success of these other charter schools and better the overall educational offerings in the area.

Finally, there is an incredible demand for BFA and all of the charter schools in the area. The existing district charter schools cannot fulfill the demand of the market place. When schools like Platte River and American Academy have waiting lists two and three times their school population, this is an incredible indication of the need that exists for option schools. BFA will satisfy the geographic need for a school that exists in this area.

I have been impressed with the mission and vision that BFA has used to establish the foundation of this school. It exists with a clear direction for what it will become and an understanding of how it will benefit the community and the district as a whole. It is for the above reasons that I give my full support to the application of Ben Franklin Academy.

Sincerely,

Zach Gautier
History and Communication Teacher
Head Speech and Debate Coach
Valor Christian High School

MICHELLE BYNUM, PARENT

August 24, 2010

Michelle Bynum, Douglas Co resident and parent
7607 Crystal Lake Ct.
Littleton, CO 80125

Douglas County Board of Education
620 Wilcox Street
Castle Rock, CO 80104

Dear Board Members,

I would like to express my support for the purposed charter school, Ben Franklin Academy in Douglas County. I like my neighborhood school and I am a very active volunteer, however I like that I will have an option for my childrens education. I also know there are many benefits to the CORE Knowledge cirriculum for my children.

My family and I are looking forward to having a charter school that is much closer to our home.

Thank you for your consideration of Ben Franklin Academy.

Sincerely,

Michelle Bynum

THE HODGES, PARENTS

August 25, 2010

To Whom It May Concern:

This letter is to express support for Benjamin Franklin Charter School, which will use Core Knowledge and Saxon math, a teaching method for incremental learning of mathematics. This model teaches math concepts in a spiraling fashion so that lessons build upward.

Over the last three years, we as concerned parents of two elementary age children have researched a number of local school's academic programs both private and public and feel that Ben Franklin Academy's program will be a great benefit to our community.

We support Benjamin Franklin Charter School and their proposal to provide a unique public charter school for families in Douglas County.

Sincerely,

Mr. & Mrs. Hodge
Highlands Ranch, CO

BROOK WILLARDSEN, PARENT

Douglas County Board of Education
Douglas County Schools
620 Wilcox Street
Castle Rock, CO 80104

Dear Douglas County Board of Education:

I support Ben Franklin Academy for a number of reasons. First, I support choice. Free market competition in education not only gives parents options but also improves education in general. After all, a high tide raises all boats. Second, as evidenced by the large waitlists at charter schools within the Douglas County School District, there is significant demand for additional charter school opportunities. Ben Franklin Academy will help satisfy that demand. Third, there are few viable charter school options for parents in Northwest Douglas County. Many students leave the district in order to attend a school of choice. Ben Franklin Academy will provide an additional option for parents within the school district's boundaries. Finally, Ben Franklin Academy's science and character educational programs will provide unique options for parents in the district.

Douglas County has one of the best school systems in the state. The addition of Ben Franklin Academy will contribute to the success of the district. Based on the current Board of Education's goals to provide more choice with in the school district, Ben Franklin Academy is a perfect option for helping to achieve those goals.

Furthermore, our nation is failing in science and mathematics education. And there local and national demand for individuals with a strong education in mathematics and sciences. Ben Franklin Academy's focus on science and mathematics is a step in the right direction to bolster math and science education within the distinct.

I am also a parent of four children who have all attended Platte River Academy, a Douglas County charter school. I have seen first hand the benefits of a charter school. Additionally, I am also a real estate broker and believe choice of schools greatly impacts property values within the community. For the afore mentioned reasons, I hope the Board of Education grant Ben Franklin Academy a charter.

Respectfully,

Brook Williardsen
9174 S. Lansdowne Way
Highlands Ranch, CO 80126
303-791-8600

PAUL WEBER, OWNER, COLD STONE CREAMERY

Cold Stone Creamery
9338 Dorchester St
Highlands Ranch, CO 80129

August 14, 2010

Douglas County Board of Education
620 Wilcox Street
Castle Rock, CO 80104

Dear Members of the Board:

Cold Stone Creamery of Highlands Ranch is pleased to announce its support for the development of Ben Franklin Academy.

We have reviewed the academic goals of Ben Franklin Academy, and would consider the school a great addition to the community. We also recognize the value the school will bring to the area.

We look forward to hearing more about the development of Ben Franklin Academy and hope you will accept their charter application.

Sincerely,

Paul Weber, Owner

Cold Stone Creamery of Highlands Ranch

ALLISON DELOZIER, DISTRICT SALES MANAGER, JASON'S DELI

9525 East County Line Road
Englewood, CO 80112
303-708-1448
www.jasonsdeli.com

8-20-10

Douglas County Board of Education & Superintendent
Douglas County School District
620 Wilcox Street
Castle Rock, CO 80104

Dear Superintendent and School Board:

I am writing this letter in support of Ben Franklin Academy in Highlands Ranch. Jason's Deli is an active supporter of all metro area schools. We believe all children should be able to attend a school that fosters their individuality and growth.

Thank You,

Allison DeLozier
District Sales Manager
303-748-5123
allison.delozier@jasonsdeli.com

KENDRA PETERS, EDUCATOR AND SCHOOL ADMINISTRATOR

August 10, 2010

Douglas County Board of Education
Douglas County Schools
620 Wilcox Street
Castle Rock, CO 80104

I am writing to express my support for the approval of Ben Franklin Academy as a school of choice in the Douglas County School District. As you are well aware, the west end of Douglas County is limited in providing a school of choice for its population and Ben Franklin Academy would serve this need. As evidenced by the large waitlists at charter schools within the Douglas County School District, there is significant demand for additional charter school opportunities. Ben Franklin Academy will help satisfy that demand as well potentially keep students in the district rather than seeking their education elsewhere due to lack of space in a school of choice.

Ben Franklin Academy would also provide educators an opportunity to be a part of a Core Knowledge school with an emphasis in science and mathematics which are two key areas of importance in providing students with 21st Century skills such as Critical Thinking & Problem Solving. Educators who have taught with Core Knowledge find it to be a rigorous curriculum that challenges students to think out of the box, as well as provide both educators and students a way to explore learning in creative and innovative ways. It also fosters a collaborative approach among students and educators alike.

I have been involved with charter schools for the past twelve years and am a strong supporter of new charter schools as they begin their journey in providing quality education for children. I believe the founding board member's vision of helping children become well rounded citizens through the teaching of the thirteen virtues of Ben Franklin along with the rigor of the Core Knowledge scope and sequence, make Ben Franklin Academy a school that Douglas County School District would be proud to have as part of their "schools of choice."

Please provide Ben Franklin Academy the opportunity to be one of the many outstanding schools in Douglas County by approving their charter. I am sure you will not be disappointed in this decision as the parental involvement and dedication to this school is amazing as well as their overall commitment in providing the best education to children in the west Highlands Ranch area.

Sincerely,

Kendra Peters

Kendra Peters
Educator and Administrator

APPENDIX B
INTENT TO ENROLL FORM

Ben
Franklin
Academy

INTENT TO ENROLL FORM

Completing this form indicates to Ben Franklin Academy (hereafter referred to as the Academy) that you are interested in sending your child(ren) to the Academy, a Douglas County Charter school of choice.

I understand that submitting this form in no way guarantees my child(ren) enrollment in the Academy, nor does it obligate me to enroll my child(ren). I understand that if the school is oversubscribed for any grade, the Academy will hold a lottery to determine enrollment according to Federal Law. If accepted into the Academy I will have **48 hours** to accept or decline enrollment. Open enrollment ends January 31st, 2011. Should a lottery be necessary for the upcoming school year, it will be held on February 1st, or the next business day following.

_____ _____
Parent / Guardian Signature **Date**

Please list every child whom you hope to enroll in Ben Franklin Academy

Full Name of Child	Gender	Birthdate (DD/MM/YY)	Year to Enter the Academy	Grade Level at Entry Year	School this child is currently attending, or would attend if not the Academy
	M/F				
	M/F				
	M/F				
	M/F				

Please Print Legibly
Parent(s) / Guardian Names: _____

Address: _____ City: _____ Zip: _____

Daytime Phone: _____ Evening Phone: _____

Cell Phone: _____ Alternate Cell/Other Phone: _____

Primary Family Email Address - ***required***: _____

School District in which student(s) currently resides: _____

- If you have not previously indicated interest in volunteering, may a representative of the Academy contact you for advice/volunteer hours as it pertains to your profession?
  No____ Yes ____, explain_____

Please mail to Ben Franklin Academy, 10555 Wildhorse Ln, Littleton CO 80125,
or email to BenFranklinSchool@gmail.com

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

www.benfranklinschool.org

APPENDIX C
CSAP COMPARISON BETWEEN LOCAL CHARTER SCHOOLS AND COUNTY AND STATE SCHOOLS 2006-2007

	North Star	American	Littleton	Platte River	Douglas County	Colorado State
Reading						
3rd	86%	91%	94%	98%	81%	71%
4th	73%	74%	90%	90%	79%	64%
5th	90%	87%	98%	96%	84%	69%
6th	92%	95%	-	98%	88%	70%
7th	-	95%	-	90%	65%	65%
	North Star	American	Littleton	Platte River	Douglas County	Colorado State
Writing						
3rd	75%	78%	90%	79%	66%	54%
4th	54%	60%	88%	81%	64%	49%
5th	85%	74%	97%	96%	72%	57%
6th	83%	95%	-	94%	79%	60%
7th	-	89%	-	92%	60%	60%
	North Star	American	Littleton	Platte River	Douglas County	Colorado State
Math						
3rd	82%	88%	92%	90%	68%	68%
4th	79%	81%	96%	90%	86%	71%
5th	95%	70%	94%	96%	56%	65%
6th	74%	86%	-	94%	79%	60%
7th	-	95%	-	83%	50%	50%

APPENDIX D
CORE KNOWLEDGE SERIES CURRICULUM SAMPLE

	Kindergarten	First Grade	Second Grade
Language Art/English	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction (Stories; Greek Myths; Greek and Roman Myths) IV. Sayings and Phrases
History and Geography	World I. Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native Americans III. Early Exploration and Settlement (Columbus, Pilgrims, Independence Day) IV. Presidents, Past and Present V. Symbols and Figures	World I. Geography II. Early Civilizations (Mesopotamia, Ancient Egypt, History of World Religions) III. Mexico American I. Early People and Civilizations (Maya, Inca, Aztec) II. Early Exploration and Settlement III. American Revolution IV. Early Exploration of the American West V. Symbols and Figures	World I. Geography II. Early Civilizations: Asia (India, China) III. Modern Civilization and Culture: Japan IV. Ancient Greece American I. American Government: The Constitution II. War of 1812 III. Westward Expansion IV. Civil War V. Immigration and Citizenship VI. Civil Rights VII. Geography of the Americas VIII. Symbols and Figures
Visual Arts	I. Elements of Art II. Sculpture III. Looking at and Talking About Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture
Music	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz)	I. Elements of Music II. Listening and Understanding (Orchestra; KeyBoards; Composers)

		III. Songs	III. Songs
Mathematics	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry
Science	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycles) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Seasons and Weather VI. Simple Machines VII. Science Biographies
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APPENDIX E
CORRELATION OF CORE KNOWLEDGE SEQUENCE AND COLORADO GRADE LEVEL EXPECTATIONS

Core Knowledge® Content (Language arts-kindergarten)	Colorado Grade Level Expectations (Kinder-Reading & Writing)
I. Reading and Writing	
A. Book and Print Awareness	
	K.1.A.1 tell a simple story with a beginning, middle, and end K.1.A.2 retell a known story in sequence K.6.B tell a simple story with a beginning, middle, and end
	K.1.B.2 understand directionality of print
	K.1.C.2 follow written text when the text is read aloud K.1.B.3 focus on word after word in sequence (voice-print match)
B. Phonemic Awareness	
	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
	K.1.B.4 use pictures to predict print K.1.C.3 hear and repeat initial sounds in words
C. Decoding and Encoding	
D. Reading and Language Comprehension	
	K.6.A identify and compare characters, settings, and events in story or picture K.2.A relate a narrative, creative story, or other communication by drawing, telling, and writing
	K.1.B.5 realize that print carries meaning K.6.A identify and compare characters, settings, and events in story or picture
E. Writing and Spelling	
	K.1.D.1 know letters in their names K.1.D.2 know own name in print
	K.1.D.4 recognize the difference between lower and upper case letters K.3.C copy the 26 letters of the alphabet
	K.2.C create a message by drawing, telling, and/or emergent writing K.3.A spell simple words K.3.B apply letter/sound relationships as emergent writers K.5.A create a message by drawing, telling, and/or emergent writing
II. Poetry	
A. Mother Goose and Other Traditional Poems	
	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
B. Other Poems, Old and New	
	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
III. Fiction	
Teachers: While the following works make up a strong core of literature, the content of the language arts includes not only stories, fables, and poems, but also well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practice decoding skills (see above, I. Reading and Writing). The following works constitute a core of stories for this grade. In kindergarten, these stories are meant to be read-aloud selections. Expose children to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue	K.2.B create a narrative by drawing, telling, and/or emergent writing

repetition.) Children should also be exposed to non-fiction prose: biographies, books on science and history, books on art and music, etc. And, children should be given opportunities to tell and write their own stories.	
A. Stories	
	K.6.A identify and compare characters, settings, and events in story or picture
B. Aesop's Fables	
	K.6.A identify and compare characters, settings, and events in story or picture
C. American Folk Heroes and Tall Tales	
	K.6.A identify and compare characters, settings, and events in story or picture
D. Literary Terms	
IV. Sayings and Phrases	

	Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas
	This can be covered in many other areas	K.1.B.1 handle books correctly
	This can be covered in many other areas	K.1.D.3 recognize the difference between numerals and letters

Core Knowledge® Content (History & Geography-kindergarten)	Colorado Grade Level Expectations (kindergarten-History, Geography, and Civics)
World History and Geography	
I. Geography: Spatial Sense (working with maps, globes, and other geographic tools)	
	GEO.K.1.1.A understand what maps, globes, and other geographic tools represent and how they are used
	GEO.K.1.2.A identify major topographic features such as rivers, lakes, mountains, valleys
	GEO.K.1.2.C locate the Atlantic and Pacific Oceans
	GEO.K.1.2.D locate the North and South Poles
II. An Overview of the Seven Continents	
	GEO.K.1.2.B recognize the shape of, and locate the seven continents on a map or globe GEO.K.1.3.C begin to understand the relationship between climate and human/animal lifestyles GEO.K.2.1.B differentiate between natural and human characteristics of places GEO.K.2.2.A and 5.1.B begin to understand why some regions are populated by many people, and others – by few, or none GEO.K.2.3.AS understand that peoples have adapted to living in their parts of the world GEO.K.2.3.B begin to identify characteristics of the lifestyles of peoples who live in particular regions GEO.K.2.3.C begin to understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example) GEO.K.3.2.A tell where some plants, animals, and people live, and where they do not live and why GEO.K.4.1.D identify some countries with large populations
American History and Geography	
I. Geography	
	GEO.K.1.2.E locate North America (the continental United State, Alaska, and Hawaii) GEO.K.4.1.C identify some cities with large populations in this country CIV.K.3.1 Locate the U.S., Canada, and Mexico (neighbors) on a globe and map
II. Native American Peoples, Past and Present	
	HIS.K.2.A pose questions about the lives of children in the past HIS.K.3.B explore the history of at least one group of Native Americans from the Western plains HIS.K.6.B participate in various forms of artistic expression (e.g., folk dances, songs, games, and visual arts) GEO.K.4.2.A understand some of the elements of culture: food, clothing/adornment of the body, tools and weapons, housing/shelter, modes of transportation, languages, customs, etc. GEO.K.4.5.A discuss stories about the Native Americans and conflicts among the tribes GEO.K.6.1.A compare the housing of people from different historical periods and point out the influence of geography on it
III. Early Exploration and Settlement	
A. The Voyage of Columbus in 1492	
B. The Pilgrims	
	HIS.K.1.C identify the beliefs and related behavior of characters in stories from times past, and the consequences of their actions GEO.K.4.5.B discuss stories about the first Europeans in America and their search for gold and silver (for some), and for freedom and living space (for others) (also covered in Grade 1: America History: Early Exploration and Settlement)

	GEO.K.6.1.A compare the housing of people from different historical periods and point out the influence of geography on it
C. July 4, " Independence Day"	
	HIS.K.1.D know the " birthday" of our nation, July 4
IV. Presidents, Past and Present	
	HIS.K.5.B identify examples of honesty, courage, determination, individual responsibility and patriotism in American history in stories, folklore, and in everyday life CIV.K.1.4 Identify great leaders and symbols of political culture—George Washington, Betsy Ross, Thomas Jefferson, American flag, Statue of Liberty, Mt. Rushmore, and the White House CIV.K.2.3 Identify people and groups of people who apply rules, e.g., police, judges, legislators, Governor, current U.S. President
V. Symbols and Figures	
	HIS.K.6.A recite the Pledge of Allegiance and recognize it as a statement of our country's foundation CIV.K.1.4 Identify great leaders and symbols of political culture—George Washington, Betsy Ross, Thomas Jefferson, American flag, Statue of Liberty, Mt. Rushmore, and the White House

	Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas
	This can be covered in any of the History units and kindergarten: Math: Measurement	HIS.K.1.A distinguish between past, present, and future time, such as " before and after," " yesterday," " today," and " tomorrow"
		HIS.K.1.B create a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community
	This can be covered in many other areas	HIS.K.2.B identify examples of connections between past and present in their own lives (e.g. new family members, change of address)
	This can be covered in many other areas	HIS.K.3.A describe the history of national and community celebrations (e.g. Labor Day, Veterans Day, Memorial Day, Cinco de Mayo, Juneteenth, etc.)
	This can be covered in many other areas	HIS.K.4.A distinguish between needs and wants
	This can be covered in many other areas	HIS.K.4.B discuss computers, telephones, and other communication tools
	Grades 1 and 2: Music: Songs	HIS.K.5.A learn patriotic songs, the Pledge of Allegiance, and the National Anthem
	This can be covered in many other areas	HIS.K.5.B identify examples of rules, such as sharing and taking turns, and the consequences of breaking them
	Grade 1: World History and Geography: History of World Religions	HIS.K.6.C share songs of many faiths
	This can be covered in many other areas	GEO.K.1.1.B understand that the same features can be represented by maps made to different scales
	This can be covered in many other areas	GEO.K.1.1.C understand what the different colors on a topographic map mean
	This can be covered in many other areas	GEO.K.1.3.A describe their home in relation to the location of the school, the park, the grocery store, the place where his/her parents work, etc.
	This can be covered in many other areas	GEO.K.1.3.B demonstrate awareness of where his/her out-of-state relatives live
	This can be covered in many other areas	GEO.K.2.1.A explain why one place is better than another to build a house on
	This can be covered in many other areas	GEO.K.2.1.C understand the existence of, and describe areas such as deserts, rain forests, plains, mountains, bodies of water, urban areas, etc.
	kindergarten: Science: Taking Care of the Earth	GEO.K.2.2.B begin to understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions
	kindergarten: Science: Plants and Plant Growth and Animals and Their Needs	GEO.K.3.1.A identify and describe some of the Earth's physical elements – air, land, water, plants and animals
	kindergarten: Science: Seasons and Weather	GEO.K.3.1.B begin to understand the nature of the Solar system and how the Earth–Sun relationship affects climate
	This can be covered in many other areas	GEO.K.3.2.B begin to understand how climate influences vegetation patterns, and how that, in turn, influences animal and human life
	This can be covered in many other areas	GEO.K.3.2.C describe the environment of the area where they live
	This can be covered in many other areas	GEO.K.4.1.A differentiate between small and large human settlements
	This can be covered in many other areas	GEO.K.4.1.B speak about the migration of the members of their own families
	This can be covered in many other areas	GEO.K.4.3.A identify what kind of economic activity their parents participate in to earn a living
	This can be covered in many other areas	GEO.K.4.3.B identify some economic activities in areas of Colorado (agriculture, mining, resorts, etc.)
	This can be covered in many other areas	GEO.K.4.3.C describe some economic networks used in daily life, such as transportation
	kindergarten: Language arts: Stories	GEO.K.4.4.A discuss stories about far–away lands and people and compare their lives with that of their own community
	This can be covered in many other areas	GEO.K.4.4.B discuss their parents' occupation and how it relates to the part of the country where their family lives
	This can be covered in many other areas	GEO.K.5.1.A discuss various types of human housing – from caves to high–rise apartments

	This can be covered in many other areas	GEO.K.5.2.A understand why people can build housing in some places and not in others
	kindergarten: Science: Taking Care of the Earth	GEO.K.5.2.B understand the need to keep the environment clean
	This can be covered in many other areas	GEO.K.5.3.A compare the size of settlements they know today, with their size years ago
	Grade 1: World History and Geography: Early Civilizations	GEO.K.5.3.B understand why all human settlements are located near rivers
	This can be covered in many other areas	GEO.K.5.3.C begin to understand that resources are necessary for human existence
	This can be covered in many other areas	GEO.K.5.3.D begin to understand what kinds of resources are necessary for human existence
	This can be covered in many other areas	GEO.K.6.2.A describe their own home, where it is located, and what is in its vicinity
	This can be covered in many other areas	GEO.K.6.2.B describe what kind of home/world they would like to live in, in the future
	Grade 2: American History: The Constitution	CIV.K.1.1 Define " constitution," government," and " democracy" ; recognize that family members make and enforce rules and settle disputes
	This can be covered in many other areas	CIV.K.1.2 Give an example of people using power and authority like school crossing guards and teachers
	Grade 2: American History: The Constitution	CIV.K.1.3 Tell about the U.S. Constitution and the first ten amendments (Bill of Rights)
	This can be covered in many other areas	CIV.K.1.5 Make and post a constitution of class rules, rights, and responsibilities
	This can be covered in many other areas	CIV.K.2.1 Identify school rules about what kindergartners can and cannot do, e.g., using the crosswalk, safety rules, voting on decisions
	This can be covered in many other areas	CIV.K.2.2 Name people who have authority to enforce rules in the school, e.g., teachers, administrators, secretaries, custodians, etc.
	This can be covered in many other areas	CIV.K.2.4 Tell how students monitor and influence school rules by getting informed and discussing the issues
	This can be covered in many other areas	CIV.K.3.2 Locate on a globe or map the nation from which their family originally came
	This can be covered in many other areas	CIV.K.3.3 Define " international" and give an example of a group or organization that works in many countries, e.g., International Red Cross
	This can be covered in many other areas	CIV.K.4.1 Define " citizen" and explain how students are citizens in a school, community, state and country
	This can be covered in many other areas	CIV.K.4.2 Identify a family decision needing to be made (where to go on a vacation), in which all family members discuss the options and arrive at a decision
	This can be covered in many other areas	CIV.K.4.3 Tell what " freedom of speech" and " freedom of religion" mean
	This can be covered in many other areas	CIV.K.4.4 Identify important characteristics of a good citizen in the school (obeys rules, helps others)

Core Knowledge® Content (Visual Arts-kindergarten)	Colorado Grade Level Expectations (kindergarten-Visual Arts)
I. Elements of Art	
A. Color	
	K.5.E Recognize and apply the Elements of Art: Color (primary)
	K.5.E Recognize and apply the Elements of Art: Color (primary)
B. Line	
	K. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy) K.6 Manipulate lines and shapes by a variety of materials and tools in artwork. (S=3)
	K. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy)
II. Sculpture	
	K.10 Discuss familiar objects from today and long ago. (S=4)
III. Looking at and Talking about Works of Art	
	K.2 Explain how a work of art makes them feel. (S=1) K.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern, Size relationships K.12 Discuss artwork and identify the subject matter. (S=5) K.13 Select from a series of artworks a personal preference. (S=5)

	Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas
	This can be covered in many other areas	K.1 Create a work of art which commemorates a personal event. (S=1)
	This can be covered in many other areas	K.3 Use problem-solving skills in making art. (S=1)
	Grade 1: Visual Arts: Elements of Art	K. 5.B Recognize and apply the Elements of Art: Shapes (Types-geometric-square, circle, rectangle, oval, triangle, organic shapes; Variation of size-curved, zigzag, wavy, thick and thin)
	Grade 1: Visual Arts: Elements of Art	K.5.C Recognize and apply the Elements of Art: Texture (Types-tactile (rough,

		smooth, hard)
	This can be covered in many other areas	K.5.D Recognize and apply the Elements of Art: Space (overlapping, close and far)
	This can be covered in many other areas	K.5.F Recognize and apply the Elements of Art: Value (light and dark)
	This can be covered in many other areas	K.7 Construct a three-dimensional form. (S=3)
	This can be covered in many other areas	K.8 Create a print using found objects. (S=3)
	This can be covered in many other areas	K.9 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
	kindergarten: Language arts: Fiction	K.11 After reading literature or folktales from a variety of cultures, create an illustration. (S=4)

Core Knowledge® Content (Music-kindergarten)	Colorado Grade Level Expectations (kindergarten-Music)
I. Elements of Music	
	K.1 sing unaccompanied, accompanied, and is unison (S1) K.2 maintain a steady beat (S1) K.3 respond through movement to high and low sounds (S1, S4) K.4 respond through movement to fast and slow tempo (S1, S4) K.5 respond through movement to loud and soft dynamics (S1, S4) K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5) K.7 use symbols or icons to illustrate beat and sound/silence (S2) K.9 respond verbally using same or different when given two pitches, an interval of a third or larger (S4)
II. Listening and Understanding	
	K.10 identify musical examples as vocal sounds, instrumental sounds, and/or environmental sounds (S4)
	K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
III. Songs	
	K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5) K.8 select appropriate sounds to accompany ideas, stories, and songs (S3)

	Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas
	This can be covered in many other areas	K.11 demonstrate an awareness of environmental sounds by verbalizing the sounds heard in the world around them (S4)
	This can be covered in many other areas	K.12 demonstrate appropriate audience behavior (S5)

Core Knowledge® Content (Mathematics-kindergarten)	Colorado Grade Level Expectations (kindergarten-Mathematics)
I. Patterns and Classification	
	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities K.2.2.A sort, classify, describe, and order collections of objects in a variety of ways (for example, sort buttons into two groups and explain why he/she sorted them this way)
	K.2.2.A sort, classify, describe, and order collections of objects in a variety of ways (for example, sort buttons into two groups and explain why he/she sorted them this way)
	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities K.2.3.A recognize when a pattern exists, describe the pattern verbally, reproduce the pattern, and create a new pattern (for example, describe red, blue, red, blue as an AB, AB pattern)
	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities
II. Numbers and Number Sense	
	K.1.1.B using two or more sets of objects, demonstrate which set is equal to, less than, or greater than the other set K.1.3.B use one-to-one correspondence to count and compare sets of objects containing 0 to 10 members K.1.5.B describe a relationship between two sets of quantities with more, less, or equal numbers of objects K.3.2.A use " more" and " fewer" or " most," " same," and " feWest" to describe sets of manipulatives, pictures, or object graphs
	K.1.3.A count from 1 to 50 K.1.3.C starting with any whole number less than 50, count forward to 50
	K.1.2.A read and write numerals from 0 to 10 in meaningful contexts
	K.1.2.B group objects into sets of ten
	K.1.3.D use ordinal positions for first through tenth
	K.3.1.A read and display simple picture and real object graphs

	K.1.1.C using concrete materials, demonstrate the meaning of wholes and parts (*for example, halves*)
III. Money	
	K.1.1.D name pennies, nickels, dimes, quarters, and dollars
	K.1.1.D name pennies, nickels, dimes, quarters, and dollars
IV. Computation	
	K.6.4.A add and subtract whole numbers by combining and separating objects
V. Measurement	
	K.4.3.A measure the lengths of the sides of triangles, squares, and rectangles using non-standard units (for example, cubes or paper clips) K.5.1.C estimate and measure length in non-standard units (for example, use cubes to measure the length of a hand) K.5.1.D estimate the measurement of weight by " heavier" and " lighter" K.5.2.A compare objects according to the measurable attributes of length and weight K.5.2.B order objects according to the measurable attributes of length and weight
	K.5.1.A tell time to the nearest hour, using an analog and digital clock K.5.1.B describe the units for measuring time K.5.2.C compare and order various times (for example, morning comes before lunch)
VI. Geometry	
	K.4.4.B indicate positions of three or more objects or pictures (for example, left to right, top to bottom, next, last)
Identify and sort basic plane figures: square, rectangle, triangle, circle.	K.4.2.A recognize and identify circles, triangles, squares, rectangles, ovals (ellipses), and diamonds (rhombuses)
	K.4.1.A place manipulatives on pictures of shapes congruent to the manipulatives

	Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas
	This can be covered in many other areas	K.1.1.A using objects and pictures, represent whole numbers from 0 to 50 in a variety of ways
	This can be covered in many other areas	K.1.3.E sequence whole numbers from 0 to 10 (for example, 5 is before 7; 5 is after 4)
	This can be covered in many other areas	K.1.4.A describe the concept of zero
	This can be covered in many other areas	K.1.5 estimate a reasonable quantity for a given number of objects less than 20
	Grade 1: Mathematics: Numbers and Number Sense	K.3.1.B gather data relating to familiar experiences by counting and tallying
	Grade 1: Mathematics: Numbers and Number Sense	K.3.3.A flip a two-colored counter or coin to generate and tally results
	This can be covered in many other areas	K.4.2.B using manipulatives (for example, straws or string loops) build circles, triangles, squares, rectangles, ovals (ellipses), and diamonds (rhombuses)
	This can be covered in many other areas	K.4.4.A use geometric shapes to solve a problem (for example, use geometric shapes to create a house)
	This can be covered in many other areas	K.4.4.C combine triangular manipulatives to make a square, and square manipulatives to make a rectangle
	This can be covered in many other areas	K.5.5.A select the appropriate units of measurement of time and length
	This can be covered in many other areas	K.6.4.B draw pictures to form sets of up to ten items

Core Knowledge® Content (Science-kindergarten)	Colorado Grade Level Expectations (kindergarten-Science)
I. Plants and Plant Growth	
	K.3.B use pictures to describe the growth of a plant K.4.H identify that water is important to all living things on Earth K.1.2.E observe and describe changes in a simple system (e.g. plant terrarium, ant farm, aquarium)
	K.3.C describe some plants and animals that live in different places (e.g. polar bear) and how they are different (this is studied in more depth in Grade 1: Science: Habitats)
	K.4.C know that soil and rock are materials of the earth; soil is used to grow plants we use as

	food; soils have properties of color and texture
II. Animals and Their Needs	
	K.3.A identify and describe living and non living things K.3.C describe some plants and animals that live in different places (e.g. polar bear) and how they are different (this is studied in more depth in Grade 1: Science: Habitats) K.4.H identify that water is important to all living things on Earth
III. The Human Body	
	K.2.B identify physical properties of objects that are detected by the senses (e.g. large or small, odor, rough or smooth, heavy or light, soft or hard)
IV. Introduction to Magnetism	
V. Seasons and Weather	K.4.D identify events that change the Earth's surface (hurricanes, tornadoes, earthquakes)
	K.1.2.F observe and describe simple patterns and cycles (e.g. seasons, day/night, geometric designs) K.4.F name the four seasons and some characteristics of each
	K.4.F name the four seasons and some characteristics of each
	K.4.I know that the sun can only be seen in the daytime whereas the moon can be seen mostly at night but sometimes during the day K.5.C recognize some resources that come from the Earth and sun (e.g. soil from the Earth; light from the sun)
	K.2.D predict whether an object can sink or float K.4.Edesribe how activities and clothing must be changed to agree with the weather K.4.G know that rain and snow furnish water for rivers
VI. Taking Care of the Earth	
	K.5.C recognize some resources that come from the Earth and sun (e.g. soil from the Earth; light from the sun) K.4.A identify that the Earth is a planet with many living and nonliving things, also covered in Grade 1: Science: The Earth
VII. Science Biographies	

	Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas
	This can be covered in many other areas, see note to teachers above	K.1.1.A ask reasonable questions based on observation about objects, organisms, and events in their environment
	This can be covered in many other areas, see note to teachers above	K.1.1.B state simple hypotheses about cause and effect relationships in the environment
	This can be covered in many other areas, see note to teachers above	K.1.1.C predicts the results of an observable cause and effect relationship in the environment
	This can be covered in many other areas, see note to teachers above	K.1.1.D ask " what if" questions and explore multiple possible explanations
	kindergarten: Mathematics: Patterns and Classification and Measurement	K.1.2.A organize (e.g. sort, classify, sequence) and explore how objects, organisms, and events are measured according to different characteristics
	kindergarten: Mathematics: Measurement	K.1.2.B perform simple measurements using appropriate tools and devices
	kindergarten: Mathematics: Patterns and Classification	K.1.2.C compare observable characteristics of common objects (e.g. size, color, texture) for similarities and differences
	kindergarten: Mathematics: Measurement	K.1.2.D compare objects according to their measurement (e.g. larger than, heavier than)
	This can be covered in many other areas, see note to teachers above	K.1.3.A offer explanations of observed events and evidence of event
	This can be covered in many other areas, see note to teachers above	K.1.4.A communicate observations and comparisons through various means such as pictographs, pictures, models, and words
	This can be covered in many other areas, see note to teachers above	K.1.4.B describe observations with pictures, pictographs, models, and words
	This can be covered in many other areas, see note to teachers above	K.1.4.C describe similarities and differences of observations
	kindergarten: Mathematics: Patterns and Classification	K.2.A sort common objects (e.g. blocks, rocks, buttons) using specific properties such as shape, texture, color, patterns
	Grade 1: Science: Matter	K.2.C describe or demonstrate how matter can be mixed or put together (e.g. mix different liquids and describe the results)
	kindergarten: History and Geography: Spatial Sense, Grade 1: History and Geography: Spatial Sense, Grade 1: Science: Habitats and The Earth	K.4.B identify major features of the Earth's surface (e.g. mountains, oceans, forests, deserts)
	This can be covered in many other areas, see note to teachers above	K.5.A describe differences between natural objects and objects made by people
	This can be covered in many other areas, see note to teachers above	K.5.B recognize how people use observation and prediction in their jobs

	This can be covered in many other areas, see note to teachers above	K.5.D use tools and simple construction materials
	This can be covered in many other areas, see note to teachers above	K.6.A know that in order to learn, it is important to observe the same things often and compare them
	This can be covered in many other areas, see note to teachers above	K.6.B know that when experiments are repeated under the same conditions, similar results are usually obtained
	This can be covered in many other areas, see note to teachers above	K.6.C know that in doing science it is often helpful to work with a team and to share findings with others

APPENDIX F
SAXON MATH CURRICULUM SAMPLE

Kindergartners will:

- Count forward and backward orally and on a number line
- Count with one-to-one correspondence
- Count by 1s, 2s, 5s and 10s
- Compare and order numbers and objects
- Identify, match, and divide sets
- Identify ordinal position to fifth
- Act out and draw pictures for addition and subtraction stories
- Identify a missing number in a sentence and a missing shape in a matrix
- Know a symbol can stand for a missing number in a sentence
- Identify and count pennies, nickels, and dimes
- Identify quarters and one-dollar bills
- Write money amounts using cent symbol (¢)
- Select coins for given amount
- Write numerals to 30
- Identify one half and one fourth
- Identify right and left and use other positional words and phrases
- Identify, sort, and compare geometric shapes and solids
- Identify line of symmetry and create symmetrical designs
- Sort and identify sorting rule
- Identify and extend patterns and geometric designs
- Graph real objects and pictures
- Determine questions for a survey
- Tell and show time to the hour

- Use a calendar and identify its parts
- Identify which of two events takes more or less time
- Compare, order, and measure using standard and nonstandard units
- Describe likelihood of an event

Sixth Graders

Saxon Math 6/5 is an integrated mathematics program that consists of 120 daily lessons and 12 activity-based Investigations. Students are tested after every fifth lesson, and all tests are cumulative. Concepts are introduced incrementally and are continually practiced throughout the problem sets.

Each daily lesson consists of the following:

- Warm-Up (8-10 minutes): Students take a quick Facts Practice Test to increase their proficiency with basic operations; solve several mental math problems; and complete a problem-solving exercise by using such strategies as making lists, drawing pictures, working backward, and guessing and checking.
- New Concept(s)(10-15 minutes): The teacher presents the new increment(s) and works several examples with the class.
- Lesson Practice (5-10 minutes): Students solve problems that cover the new concept(s).
- Mixed Practice (20-30 minutes): Students solve problems that provide practice on previously introduced concepts as well as the new concept(s).

Topics covered by Saxon Math 6/5 include:

- Whole-number concepts and computation
- Estimation
- Patterns and sequences
- Fractions, decimals, and mixed numbers
- Percent
- Word-problems
- Properties of operations
- Integers
- Divisibility concepts
- Prime and composite numbers
- Ratios
- Square roots
- Scale drawings
- Measurement and unit conversion
- Statistics
- Probability
- Data display and analysis
- Perimeter and area
- Volume
- Symmetry
- Tessellations
- Transformations
- Real-world connections

APPENDIX G
SAXON MATH CORRELATED TO COLORADO ACADEMIC STANDARDS GRADES K-4

1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems. In order to meet this standard, a student will:

- Demonstrate meanings for whole numbers and commonly-used fractions and decimals (e.g., 1/3, 3/4, 0.5, 0.75) and represent equivalent forms of the same number through the use of physical models, drawings, calculators, and computers. (Lessons: 12, 13, 24, 27, 31, 52, 53, 56, 67, 68, 83, 84, 89, 98, 119, 121, 125, 129, 134)
- Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping. (Lessons: 12, 13, 24, 27, 31, 52, 53, 56, 67, 68, 83, 84, 89, 98, 119, 121, 125, 129, 134)
- Use numbers to count, measure, label, and indicate location. (Lessons: 12, 13, 24, 31, 52, 53, 56, 57)
- Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (e.g., 1/3, 3/4, 0.5, 0.75). (Lesson: 48)
- Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly-used fractions and decimals (e.g., 1/3, 3/4, 0.5, 0.75). (Lessons: 13, 32, 38, 39, 118, 126, 135)

2. Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. In order to meet this standard, a student will:

- Reproduce, extend, create, and describe patterns and sequences using a variety of materials (e.g., beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles). (Lessons: 9, 21, 25, 29, 34, 61, 99, 100, 106, 133)

- Describe patterns and other relationships using tables, graphs, and open sentences. (Lessons: 28, 40, 106, 136)
- Recognize when a pattern exists and use that information to solve a problem. (Lessons: 9, 21, 25, 28, 29, 34, 61, 67, 99, 100, 106, 136)
- Observe and explain how a change in one quantity can produce a change in another (e.g., the relationship between the number of bicycles and the numbers of wheels). (Lessons: 9, 21, 25, 29, 34, 61, 67, 99, 100, 106, 133)

3. Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems. In order to meet this standard, a student will:

- Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs. (Lessons: 2, 3, 4, 10, 12, 49, 51, 57, 105, 110, 120, 140)
- Interpret data using the concepts of largest, smallest, most often, and middle. (Lessons: 2, 4, 10, 57, 105, 110, 120)
- Generate, analyze, and make predictions based on data obtained from surveys and chance devices. (Lessons: 2, 4, 10, 57, 105, 110, 120)
- Solve problems using various strategies for making combinations (e.g., determining the number of different outfits that can be made using two blouses and three skirts). (Lessons: 4, 110, 120)

4. Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems. In order to meet this standard, a student will:

- Recognize shapes and their relationships (e.g., symmetry, congruence) using a variety of materials (e.g., pasta, boxes, pattern blocks). (Lessons: 63, 70, 86, 90, 109, 123, 124)
- Identify, describe, draw, compare, classify, and build physical models of geometric figures. (Lessons: 63, 70, 86, 90, 109, 123, 124)
- Relate geometric ideas to measurement and number sense. (Lessons: 63, 64, 68, 70, 86, 90, 109, 123, 124)

- Solve problems using geometric relationships and spatial reasoning (e.g., using rectangular coordinates to locate objects, constructing models of three-dimensional objects). (Lessons: 63, 70, 86, 90, 109, 123, 124)
- Recognize geometry in their world (e.g., in art and nature). (Lessons: 63, 70, 86, 90, 109, 123, 124)

5. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. In order to meet this standard, a student will:

- Know, use, describe, and estimate measures of length, perimeter, capacity, weight, time, and temperature. (Lessons: 14, 15, 18, 19, 30, 37, 40, 42, 49, 61, 68, 73, 84, 85, 119, 122, 131, 132, 134, 137)
- Compare and order objects according to measurable attributes e.g., longest to shortest, lightest to heaviest). (Lesson: 73)
- Demonstrate the process of measuring and explaining the concepts related to units of measurement. (Lessons: 14, 15, 18, 19, 23, 30, 33, 34, 37, 40, 42, 49, 61, 68, 77, 78, 104, 119, 131, 134)
- Use the approximate measures of familiar objects (e.g., the width of your finger, temperature of a room, weight of a gallon of milk) to develop a sense of measurement. (Lessons: 18, 19, 40, 104)
- Select and use appropriate standard and non-standard units of measurement in problem-solving situations. (Lessons: 14, 15, 18, 19, 23, 30, 33, 34, 37, 40, 42, 49, 61, 68, 77, 78, 104, 119, 131, 134)

6. Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems. In order to meet this standard, a student will:

- Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division. (Lessons: 11, 12, 14, 15, 19, 20, 29, 30, 32, 37, 40, 43, 45, 53, 60, 64, 68, 69, 70-73, 77, 83, 85-91, 94, 95, 103, 104, 109, 111, 120, 122, 124, 127, 130, 131, 135.

- Demonstrate understanding of and proficiency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.
- Lessons: 11, 12, 14, 15, 19, 20, 29, 30, 32, 37, 40, 43, 45, 53, 60, 64, 68, 69, 70-73, 77, 83, 85-91, 94, 95, 103, 104, 109, 111, 120, 122, 124, 127, 130, 131, 135)
- Add and subtract commonly-used fractions and decimals using physical models (e.g., 1/3, 3/4, 0.5, 0.75). (Lessons: 39, 66, 84, 98, 119, 121)
- Construct, use, and explain procedures to compute and estimate with whole numbers. (Lessons: 11, 12, 13, 14, 15, 19, 20, 29, 30, 32, 37, 38, 39, 40, 43, 45, 53, 60, 64, 68, 69, 70-73, 77, 83, 85-91, 94, 95, 103, 104, 109, 111, 118, 120, 122, 124, 126, 127, 130, 131, 135)
- Select and use appropriate methods for computing with whole numbers in problem-solving situations from among mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods. (Lessons: 4, 9, 11, 12, 14, 15, 19, 20, 22, 29, 30, 32, 37, 40, 43, 45, 53, 59, 60, 64, 68, 69, 70, 71, 72, 73, 77, 83, 85, 86, 87, 89, 90, 91, 94, 95, 103, 104, 106, 109, 111, 120, 122, 124, 127, 130, 131, 135)

APPENDIX H
6+1 TRAITS OVERVIEW

The 6+1 Trait Writing model was developed in the early 1980s when teachers in school districts across the country created an analytical scoring system that would provide accurate, reliable feedback to students and teachers on their writing performance. The teachers evaluated thousands of papers at all grade levels to identify common characteristics of good writing. These qualities became the framework for the six-trait analytical model. The model uses common language to identify the traits year to year as the idea of what " good" writing looks like by using the scoring guides is refined. The 6+1 Trait Writing model consists of the following key qualities that define strong writing.

Ideas

The ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative – often the kinds of details the reader would not normally anticipate or predict.

Organization

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. The piece begins meaningfully and events proceed logically so the reader never loses interest. Connections are strong and the piece closes with a sense of resolution, bringing things to closure, answering important questions while still leaving the reader something to think about.

Voice

The voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing – the magic, wit, feeling, life, and breath. When the writer is engaged personally with the topic, s/he imparts a personal tone and flavor to the piece that is unmistakably his/hers alone.

Word Choice

Word choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, careful word choice moves the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well.

Sentence Fluency

Sentence fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease.

Conventions

Conventions are the mechanical correctness of the piece – spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has been proofread and edited with care.

Presentation

Presentation combines both visual and verbal elements. All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text. As with most curricula, the link between assessment and teaching is very strong. The 6+1 Trait Writing framework allows teachers to build early, strong foundations of writing in their students by discussing literature and responding to student storytelling, drawing and writing. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on continued writing improvement. For example, revision has been the hardest part of fully implementing a writing process in classrooms at all age levels. The 6+1 Trait Writing program, gives the teachers the language to explain to the students *what* to revise and *how* to revise.

When the language of the traits is used, students learn that they need to examine their work for clarity of ideas; appropriate form of organization; alignment of purpose and audience in

their voice; precision and accuracy of their word choice; and to make sure their sentences are not only formed correctly, but also have a rhythm and cadence that makes their work read smoothly and with style. The traits also reinforce the difference between revision and editing activities – another often confusing part of the writing process. By separating these two processes, writers learn that conventions and presentation are the traits that they go to when it is time for a final, clean copy.

The traits make teaching writing more focused and purposeful and allow teachers to maximize the power of the writing process. These concepts are supported in the following research articles and links:[13]

Research on Writing with the 6+1 Traits

Peter C. Bellamy states there is a widespread notion that children must learn to read before they can write. However, Bissex (1980), Chomsky (1971) and Graves (1983) found that young children begin writing as or even before they learn to read because they have a need to communicate ideas and concepts that have been discovered by experience rather than in books. This communication serves not only to share thoughts, but also to help organize them into coherent categories.

Study Findings on the Integration of Writing Assessment and Instruction

Would it make a difference in analytic writing testing results to purposefully weave assessment strategies into the writing curriculum? In other words, can we document differences in writing performance between two groups of students – one group that was systematically taught how to use the six-trait analytic assessment scoring criteria as a tool for revision, while the other group participated in traditional writing process instruction without using an assessment component as a strategy for revision?

Six-Trait Writing Model Improves Scores at Jennie Wilson Elementary

In the *Journal of School Improvement* (Fall/Winter 2000, Vol. 1, Issue 2 by Deb Jarmer, Maurine Kozol, Sheri Nelson, Trudy Salsberry, the authors state, " Anecdotal data are supported by more systematic research studies like the one conducted in 1992-1993 in Portland, Oregon (NWREL, 1992-1993). Six fifth-grade classrooms were selected to study the effect of teaching

[13] http://www.nwrel.org/assessment/Research.asp?odelay=1&d=1

the six analytic traits to students. The classrooms represented diverse student populations (rural/urban, native/non-native English speakers, and a range of ethnicities). Three of the classrooms received traditional instruction while the other three were taught the six-trait method. The results from pre- and post-tests revealed large differences in writing performance between the two groups."

APPENDIX I
STEP UP TO WRITING OVERVIEW

The Step Up to Writing Program is visual in design and logical in thought. The strategies utilized in the program help students in multiple settings become successful writers and allow teachers to teach the students to write clear, concise, organized paragraphs, reports, and essays. Step Up to Writing offers the following components:

- Clear, straightforward instructions on teaching methods
- Step-by-step guidelines for lessons, activities, and strategies
- Examples and instructional models
- Opportunities to practice
- Reproducible student materials
- Ideas for curriculum integration

With these components of the Step Up to Writing program, students benefit by acquiring the following skill sets.

STUDENTS CAN MASTER CONTENT

Since content materials lend themselves to teaching critical thinking, Step Up to Writing shows students how to find the logic and relationship of ideas in their textbook reading. Students are then able to take meaningful and organized notes, think and write critically about material read and studied, and respond clearly to essay questions.

STUDENTS BECOME MORE CONFIDENT ORAL PRESENTERS

The organization techniques taught in writing lend themselves to oral presentations. The logic is the same – only the medium is different. Step Up to Writing offers suggestions and activities to give students confidence n speaking before others. Students are taught to prepare informal outlines, organize speeches, and utilize introduction and conclusion skills.

STUDENTS BECOME MORE CREATIVE NARRATIVE WRITERS

Step Up to Writing also teaches an easy-to-follow format for students to use in writing fictional stories. Step Up to Writing offers tips and techniques for helping students write

interest-catching story starters, plan and pace a story, keep stories on track, and come to a smooth and meaningful conclusion.

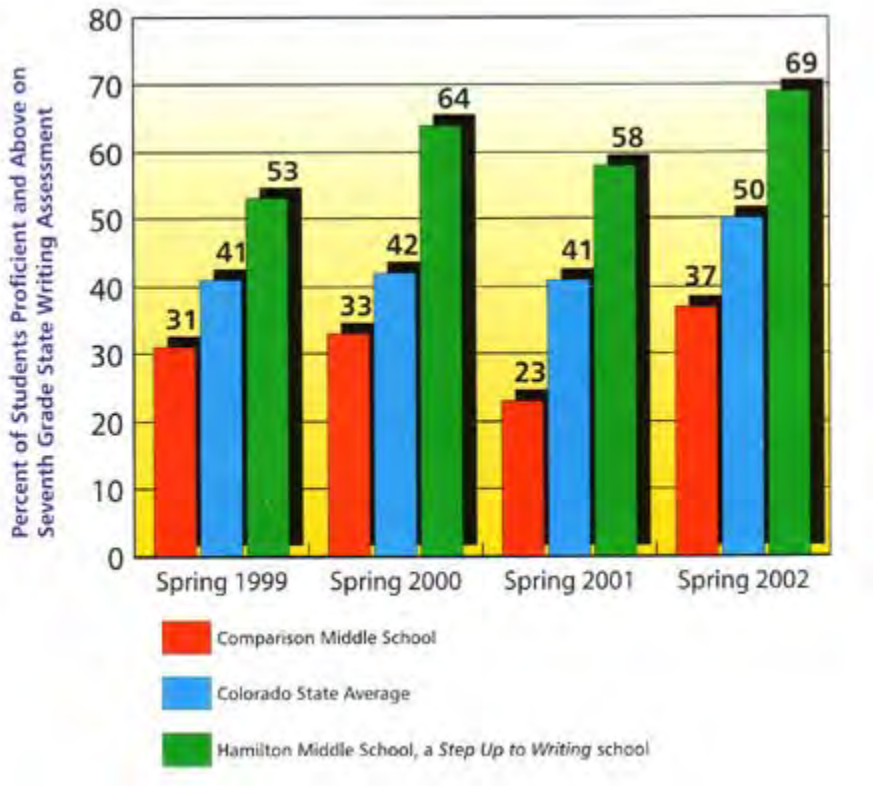
STUDENTS ACQUIRE ACTIVE READING STRATEGIES

Good writers need good ideas. Getting the most from their reading will help students find the information they need to write reports and papers that are organized, thorough, and insightful. Active reading strategies taught in Step Up to Writing include:

- Taking two-column notes
- Responsive reading
- Highlighting and marking the text
- Analyzing and summarizing what is read
- Vocabulary techniques
- Designing webs, maps, and clusters
- Learning how to read a textbook

See the following link to learn how the Step Up to Writing program correlates to Colorado standards.[14] Additionally, the Step Up to Writing program is supported by case studies, such as the following: Hamilton Middle School, a Step Up to Writing user, attained an average of 61 percent of students who scored " proficient" or better on a recent seventh grade Colorado writing assessment. In contrast, a non-Step Up to Writing school, similar in socioeconomic status to Hamilton, averaged just 31 percent of students scoring " proficient" and above. The state average for these four years is 44 percent.

[14] http://www.stepuptowriting.com/correl.htm.



Finally, the following research article written by Jodie Simon, Sopris West Educational Services, in July 2003 to support the processes of the Step Up to Writing program.

Research Basis for Step Up to Writing

While writing is perceived to be an essential ingredient to academic success and effective participation in a literate society, national testing confirms that young writers are failing in alarming numbers to master this important life skill. On average, American students are not writing at proficient levels, based on the National Assessment of Educational Progress (NAEP) for the year 2002 (NCES, 2003). Instead, more than two-thirds of America's students show only partial mastery of skills and knowledge needed for solid academic performance in writing. At the same time, a growing number of studies point to young children's ability to write in a clear and organized manner; produce multiple drafts; revise and share their work; and integrate reading with writing skills. In addition, intervention research confirms that poor writers with and without learning disabilities respond to intensive instruction in writing. Such evidence points to young children's potential to be effective writers.

PROCESSES INVOLVED IN LEARNING HOW TO WRITE

Writing depends on several processes that operate recursively with one another-generating and organizing ideas initially, then translating ideas into words, and finally revising (Hayes and Flower, 1980; Berninger, 1994; Berninger and Swanson, 1994; Berninger, Abbott, Whitaker, Sylvester, and Nolen, 1995). Each of the critical steps in the writing process must be taught directly (Gersten and Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, and Lee, 1999) if students are to write coherently and fluently. A brief overview of current knowledge of each process from a developmental perspective is presented below along with the instructional practices from *Step Up to Writing* that address each process.

PLANNING

Planning is the generation and structuring of ideas, and identifying goals for writing. Older more skilled writers preplan what they want to write, using heuristic strategies in searching memory for content, identifying goals to direct the planning process (MacArthur, Harris, and Graham, 1994), and filtering content that is relevant to the goals and topic (Scardamalia and Bereiter, 1987). Young writers with and without learning disabilities spend little time planning before they write; they plan as they write without thinking ahead of time about content or organization schemes (Burtis, Bereiter, Scardamalia, and Tetroe,1983; Graham, Harris, MacArthur, and Schwartz, 1991). Young writers search memory for content relevant to the topic and whatever is activated is written down.

> *Step Up to Writing* Instruction: Through explicit instruction in organizational schemes, students are taught in small groups to organize their ideas before they write. Drawing on multisensory techniques, students are taught to use colorcoding to visualize writing organization by equating the colors of a traffic signal with different parts of a written piece. Using colors and folding paper, students structure and place main ideas and supporting information to achieve cohesive,organized paragraphs. After students are taught several informal outlining methods, they participate in guided exercises to practice their new organizational skills collaboratively in small groups and share their work for feedback.

TRANSLATING

Translating involves putting ideas into language (text generation) and then into written words (transcription) to build cohesive and coherent text (Berninger et al., 1992). Developing writers often have difficulty generating language to express their ideas, including selecting words that convey their intended message in a precise, interesting, and natural way. Other

inexperienced writers can express themselves orally, but lack knowledge of how to represent language in writing (Berninger et al., 1992). Experienced writers bridge adjacent sentences to establish psychologically coherent and linguistically cohesive text, whereas younger and inexperienced writers fail to establish local links between sentences and instead focus on more remote connections (McCutchen, 1986, 1987; McCutchen and Perfetti, 1982). Teaching sentence-level skills to young writers does not lead to quality discourse structures (Hillocks, 1984), therefore students need to be taught skills to create organized discourse structures as well as grammatical skills to produce well-crafted sentences.

> Step Up to Writing Instruction: To assist students in translating their ideas into language and then written sentences, students listen as the teacher explains and models the composition of topic sentences, paragraphs, and transitions. Students then practice collaboratively with classmates, and use practice guides to compose their own works. Discourse structures are taught in repeated practice identifying discourse parts using color-coding and oral exercises. Step Up explicitly teaches the conventions and elements of various writing genres, and how to use text structures to direct student writing. In addition to discourse skills, students are taught sentence structures, and how to vary them, and strategies that clarify and enrich language expression, including the use of examples and word lists of lively verbs and adjectives and precise nouns. Students are taught several methods for composing topic and concluding sentences.

REVISING

Revising refers to the process of rewriting text to improve it. Although revising is critically important to the writing process (Graves, 1983), young writers are unlikely to revise without strong adult encouragement and support. Developing writers often fail to recognize a need for revision, but if someone points out to them specific areas of text that would benefit from repair, they often can repair the text successfully (Beal, 1993, 1996). Thus, children's low rate of revision is often due, not to an inability to repair the text, but a failure to detect that the text needs to be revised. Fortunately, the results from several intervention studies show that comprehension monitoring can be taught effectively and efficiently to children in the classroom, which results in improvements in revising activity. Jodie Simon Sopris West Educational Services July 2003

> Step Up to Writing Instruction: To encourage revision throughout the writing process, students are taught comprehension monitoring skills to detect textual problems (Beals, 1996). Students are engaged in revising activities that call for improving word choice, sentence structure, and sentence variety. Step Up to Writing provides models of the kind of writing teachers want students to produce, along with examples of what not write: vague, poorly organized writing.

> Students are given checklists and rubrics to evaluate their own essays and papers written by others, encouraged to write multiple drafts, given opportunities to revise, and are not expected to produce a perfect draft the first time.

In addition to these cognitive processes, affective, motivational and social context processes influence the writing acquisition process. Research confirms that affect towards writing impacts students' response to writing intervention; repeated practice in writing prevents work-avoidance; and scaffolding of instruction increases children's learning (Berninger et al., 1995). Through direct instructions, step-by-step guidelines, and detailed examples, coupled with guided, interactive, and independent writing practice, *Step Up to Writing* makes writing easier, faster, and more rewarding.

PRINCIPLES OF INSTRUCTION

In addition to teaching each step in the writing process, the principles of instruction in *Step Up to Writing* are well proven. *Step Up to Writing* addresses the instructional variables—explicit and systematic instruction, collaborative learning, and scaffolded teaching of the writing process—associated with improved outcomes as identified in syntheses of research (Gersten and Baker, 2001; Swanson, Hoskyn, and Lee, 1999; Vaughn, Gersten, and Chard, 2000; National Reading Panel, 2000).

Skills in Step Up to Writing are sequenced beginning with the teacher talking and using examples, and eliciting frequent verbal responses from the students. Modeling, guided practice, and extended interactive practice with frequent feedback on strengths and weaknesses of student work are provided for each new skill ensuring that students experience success and persist in writing activities. Other research-supported strategies used are graphic representations or organizers of text, which are used extensively throughout the program. Step Up to Writing applies the research-supported practice—explicitly teaching the conventions of writing genres (Gersten and Baker, 2001; National Reading Panel, 2000)—through the use of text structure guides for summary, persuasive, expository, and narrative writing.

In a research summary, Swanson (1999) confirmed the importance of carefully controlling the difficulty of higher-order tasks. *Step Up to Writing* applies this research validated strategy by breaking down each higher order writing process into small sequential steps. Specifically, teachers furnish parts of an essay/paragraph—topic sentences and conclusions—to

allow students to focus on other parts of the writing process—developing supports, using logic, and creating informal outlines—before delving into autonomous writing.

Using the content material required for other classes, students are taught strategies to connect reading and writing. Students are able to learn active reading and higher-order reasoning skills when teachers talk through and model active reading, comprehension monitoring, free responses to literature, analysis, and note-taking strategies. Research shows that students' comprehension improves through direct explanation and modeling of strategies, relating what they read with background knowledge (Pressley and Wharton-McDonald, 1997; Williams, 1998). In *Step Up to Writing*, students are taught to generate and answer questions while they read, that elicit both factual and inferential interpretations of text. Teachers explicitly teach strategies for generating text summaries and a paragraph response and thesis statement that logically supports the answer to questions posed.

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APPENDIX J
CORRELATION BETWEEN THE COLORADO ACADEMIC SCIENCE STANDARDS AND THE CORE KNOWLEDGE SEQUENCE SCIENCE PROGRAM

	Missing information from CK	Missing information from CO standards
Kindergarten	None missing except science bios	Standards met
1st grade	None missing except science bios	Fossils and dinosaurs in SF Science does not match with Standards or CK at grade level
2nd grade	Insects, magnets, simple machines, science bios	
3rd grade	Classification of animals, human body (muscular system, skeleton system, nervous system, vision and hearing), light, missing a lot with space, science bios	Changing earth (now 3rd grade) and space (now 4th grade) are flip flopped in state standards.
4th grade	Elements, solutions, atoms, mountain formation, rocks, weathering and erosion, science bios	Fossils
5th grade	Life cycles, reproduction, elements, science bios	Mixtures, Earth's surfaces change
6th grade	Volcanoes, oceans, gravity, stars, galaxies, science bios	Molecules, mass, weight, volume, density, environmental conditions, flow of energy and cycling of matter, standard 3la-c

APPENDIX K
SAMPLE EMPLOYMENT AGREEMENT

This agreement is made and entered into effective the 1st day of June 2011 by and between Ben Franklin Academy and _____. This agreement is entered into in consideration of the mutual covenants and agreements contained herein and for other good and valuable consideration.

I. NATURE AND TERM OF THE EMPLOYMENT RELATIONSHIP

1.1. This agreement shall commence as of June 1, 2011, and shall continue through May 31, 2012, unless otherwise terminated as provided herein.

1.2. The Employee recognizes that Ben Franklin Academy may seek and receive waivers of certain laws, regulations, and policies that might otherwise prescribe the Employee's employment status or rights and is not subject to all laws governing employment of personnel by Colorado school districts.

1.3. Any provision herein to the contrary notwithstanding, Employee and Ben Franklin Academy agree that this employment contract is not a contract for employment for any minimum term. All employees at Ben Franklin Academy are at-will employees. This means that either the Employee or Ben Franklin Academy may terminate the employment relationship at any time for any reason. Employee acknowledges and agrees that no representative or agent of Ben Franklin Academy has any authority to modify the at will status of the employment relationship unless such modification is in writing and specifically approved by the Ben Franklin Academy Board of Directors.

1.4. While, as set forth above, the Employee has the right to terminate the employment relationship at any time, the Employee specifically acknowledges that it is his/her present intention to stay at Ben Franklin Academy for at least one (1) year.

1.5. The Employee acknowledges receipt of the Employment Policies of Ben Franklin Academy, which are in effect at the time this agreement is executed. The parties acknowledge that such policies are in no way contractual and may be amended, suspended, or repealed by Ben Franklin Academy in its sole and absolute discretion.

II. DUTIES AND COMPENSATION

2.1. Ben Franklin Academy is employing the Employee in a professional capacity. The professional duties of the Employee shall include involvement in the full life of the Ben Franklin Academy community.

2.2. Employee certifies that he/she has attained " highly qualified teacher" status under the federal No Child Left Behind Act, or, if he/she has not attained such status will diligently work to achieve such status prior to any statutory or regulatory deadline imposed on Ben Franklin Academy for its teachers.

2.3. This is a contract for a full-time teaching position at Ben Franklin Academy. The Employee shall devote his/her attention to the functions of Ben Franklin Academy at all times during the term of this contract. These services shall generally be performed in accordance with the dates and times prescribed in the school calendar as it may be amended from time to time. Employee shall perform such duties as are directed by the Ben Franklin Academy Principal.

2.4. The Employee shall receive formal performance reviews from time to time. No right to continued employment is created by the provision of periodic evaluations of performance.

2.5. The Employee's salary rate shall be $_____ per year. Deductions for retirement shall be made from this salary. Payments for the Employee's benefits, as established from time to time by the Ben Franklin Academy shall be made in addition to this salary if the Employee elects these benefits.

2.6. The Employee agrees to abide by the Ben Franklin Academy's non-discrimination policy, which is incorporated by reference as if restated in full herein.

2.7. This agreement constitutes the entire agreement between the parties, and there are no other oral or written agreements, understandings, restrictions, warranties, or other representations between the parties relating to this subject matter other than those set forth herein. This agreement supersedes all prior agreements, understandings, discussions, or negotiations relating to this subject matter.

_____	_____
Employee Signature	Date
_____	_____
_____, Principal	Date
_____	_____
_____, Board President	Date

APPENDIX L
EMPLOYEE HANDBOOK

The staff handbook is currently under development. This handbook will apply to all employees and is intended to provide guidelines and summary information about the Academy's general policies, procedures, benefits, and rules of conduct. It is not possible to anticipate every situation that may arise in the workplace or to provide information that answers every possible question. As a result, the Academy reserves the right to modify, supplement, rescind, or revise any policy, benefit, or provision from time to time, with or without notice, as it deems necessary or appropriate. The Academy also reserves complete discretion to interpret the provisions of the handbook and how they apply to any situation that may arise.

The manual will present guidelines and summary information regarding school policies, practices and benefits, and therefore, its contents cannot be construed or treated as an employment contract, a binding promise, or any other type of legal commitment or document.

If there is a conflict between the provisions of this employee handbook and those set forth in the terms of a staff member's individual written contract, the terms of the individual written contract shall prevail.

If there is a conflict between the provisions of this handbook and any oral statements made by any employee or agent of the Academy, either before or after your receipt of this handbook, the terms of this handbook shall prevail. No employee or agent of the Academy has the authority to make any contractual or legally binding commitment to an employee, except the president of the Board of Directors and the Principal of the Academy, and then, only if the commitment is made in an express written contract signed by you and both of them.

The staff handbook will be divided into five sections and will include the following topics.

1. Employment Practices
    a. Employment At-Will
    b. Teacher Employment Contracts
    c. Administration and Staff Contracts
    d. Equal Employment Opportunity
    e. Instructional Staff Assignments and Transfers
    f. Immigration Reform and Control Act of 1986
    g. Employment of Minors

h. Sabbatical Leave
i. Employment of Relatives
j. Work Rules and Performance Standards
k. Governance

2. Employee Benefits
    a. Group Insurance Plans
    b. Educational Assistance and Professional Memberships
    c. Bereavement Pay
    d. Professional Leave
    e. Personal Leave
    f. Family and Medical Leave
    g. Sick Leave
    h. Jury Duty
    i. Military
    j. Workers' Compensation Insurance
    k. School Holidays and Breaks
    l. Educational Assistance and Professional Memberships

3. General Personnel Policies
    a. Absence and Tardiness
    b. Access to Ben Franklin Academy Property
    c. Alcohol, Drugs, and Controlled Substances
    d. Business Expense Reporting
    e. Communicating with Staff
    f. Compensation Plan
    g. Computer Usage
    h. Corrective Action
    i. Emergency Procedures
    j. Employee Classifications
    k. Employee Concerns and Grievance Policy
    l. Faculty and Staff Positions at Ben Franklin Academy
    m. Faculty Meetings and In-Service
    n. Harassment
    o. Information Updates for Employees
    p. Internet Acceptable Use Policy for Staff
    q. Lost and Found
    r. Lunch and Break Periods
    s. Outside Employment Activities
    t. Overtime Compensation
    u. Payday
    v. Pay Check Deductions
    w. Personal Appearance
    x. Personnel Records
    y. Promotion and Transfer
    z. School Closures and Delays
    aa. School Functions

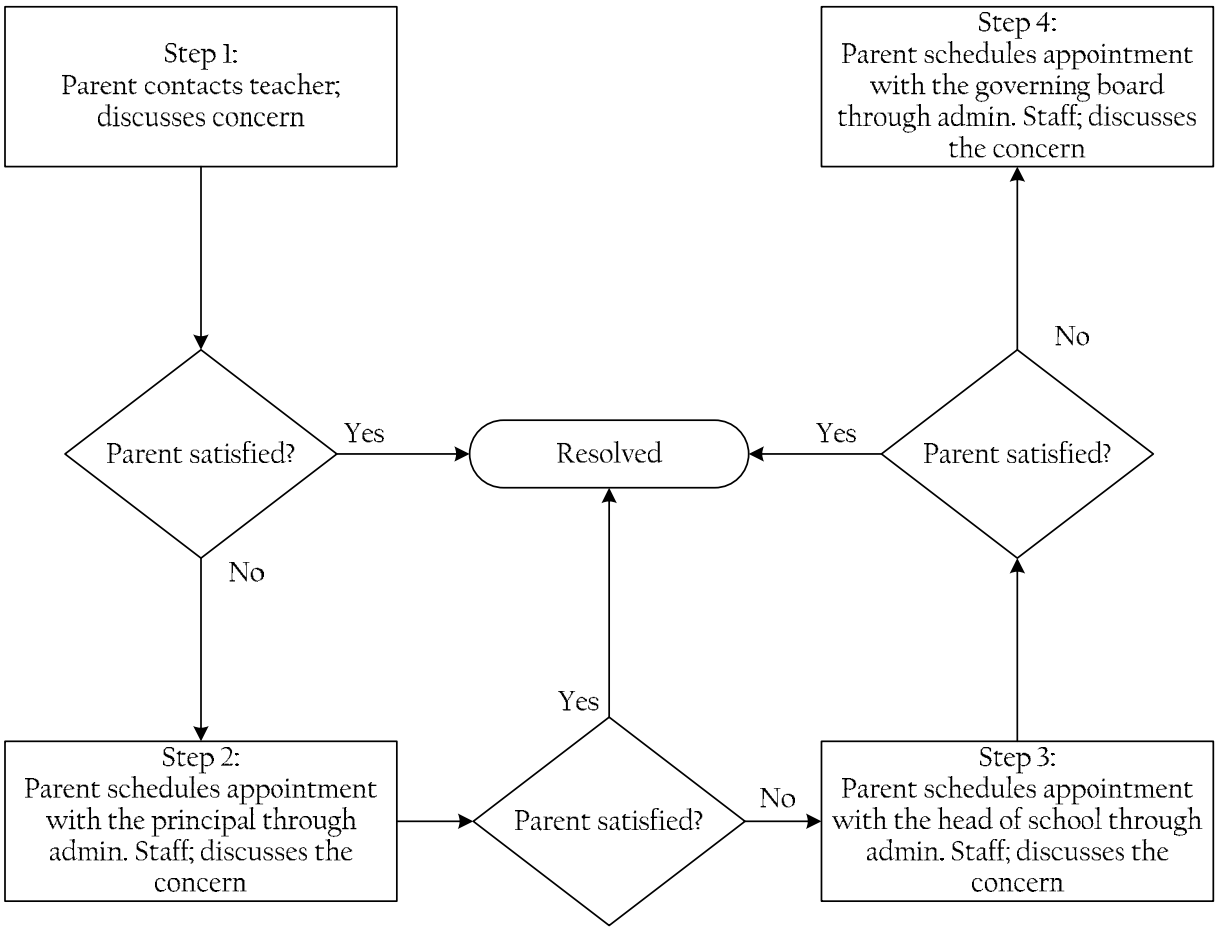
bb. Telephone Usage
cc. Terminations
dd. Time Records – Signing In and Out
ee. Training Requirements and Staff Development
ff. Grievance Policies

4. Classroom Procedures for Teachers
    a. Attendance Reporting
    b. Check-in/Check-out When Leaving School Building
    c. Child Abuse Reporting
    d. Clinic
    e. Classroom Environment
    f. Classroom Management
    g. Classroom Passes
    h. Classroom Supervision
    i. Discipline Guidelines
    j. Dress Code Guidelines
    k. Grade Promotion/Retention Policies
    l. Lesson Plans and Weekly Plans
    m. Morning Announcements
    n. Parent/Teacher Communication
    o. Parent/Teacher Conferences
    p. Special Assignment/Duties
    q. Student Code of Conduct
    r. Substitute System and Folder
    s. Visitors/Volunteers in the Classroom
    t. Voice Mail/Email/Text Messaging
    u. Social Media

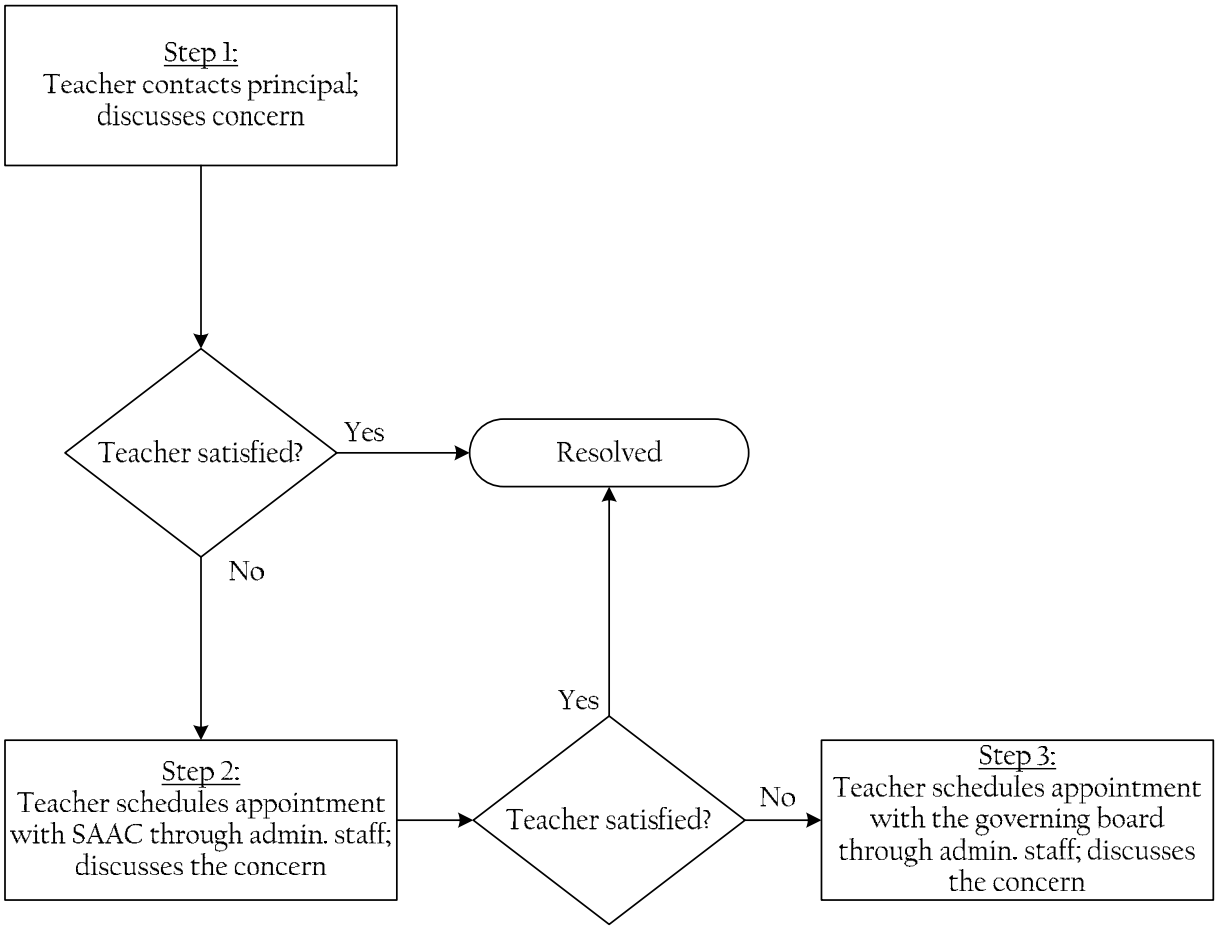
5. Employee Statement of Acknowledgement

APPENDIX M
GRIEVANCE POLICIES

PARENT CONCERN WITH A TEACHER



TEACHER CONCERN WITH A PARENT



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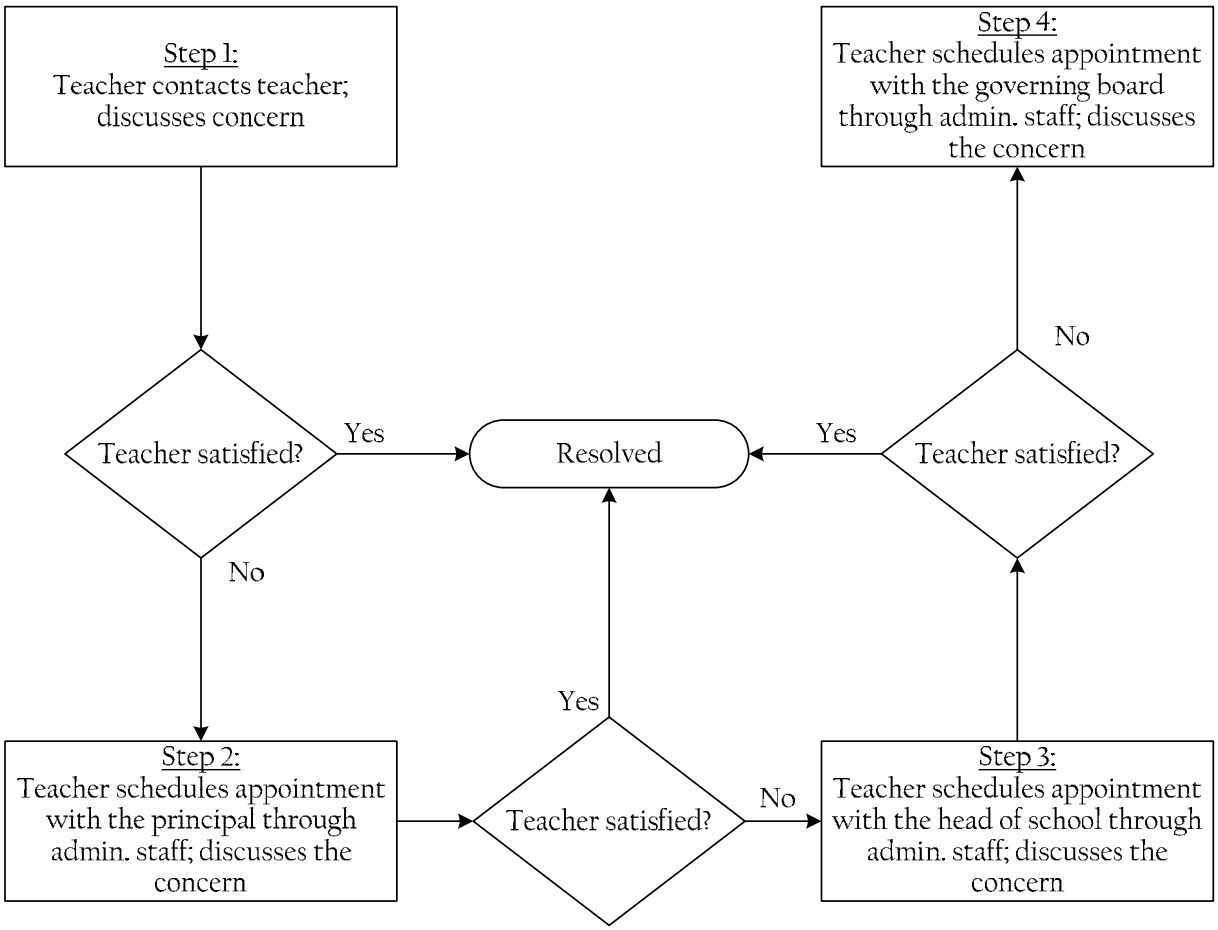
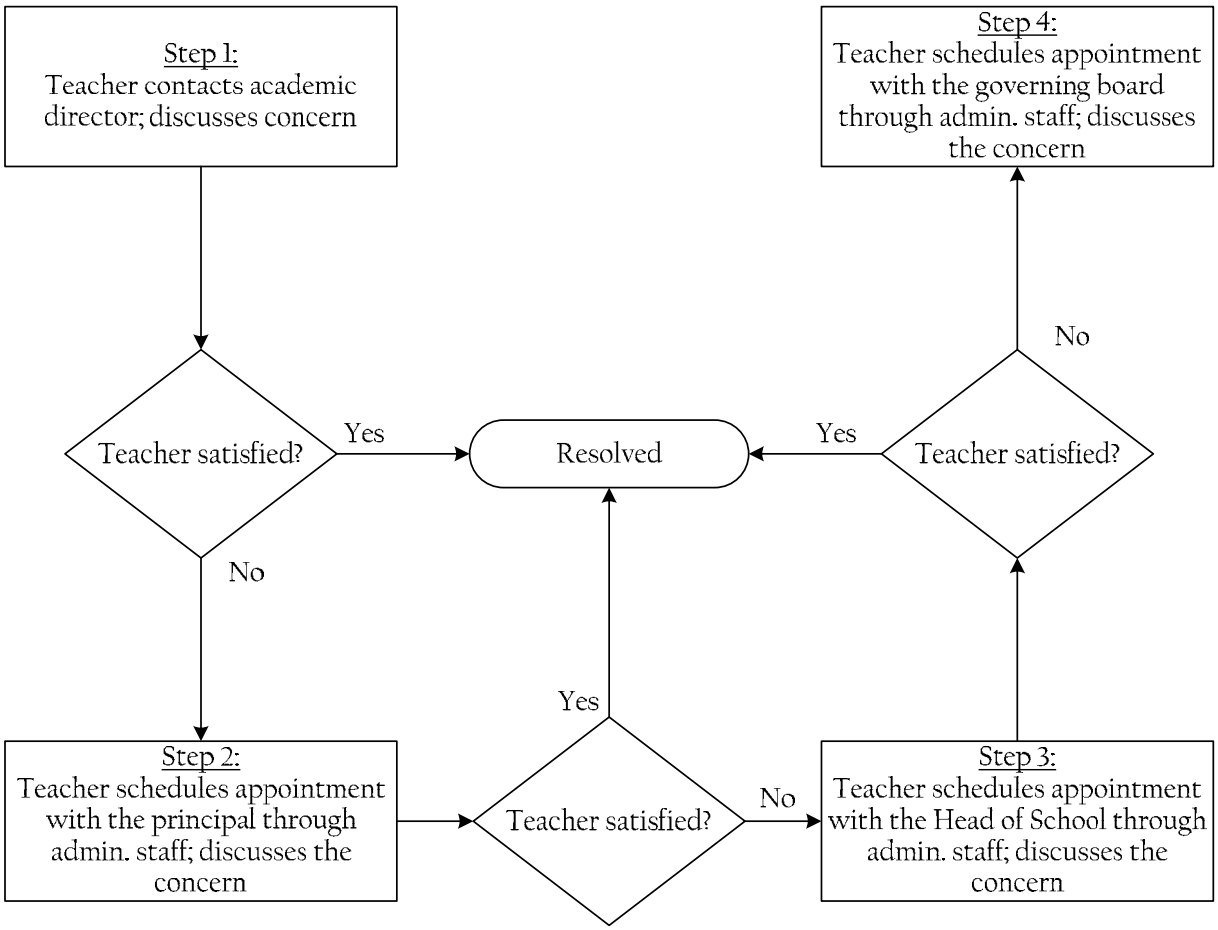
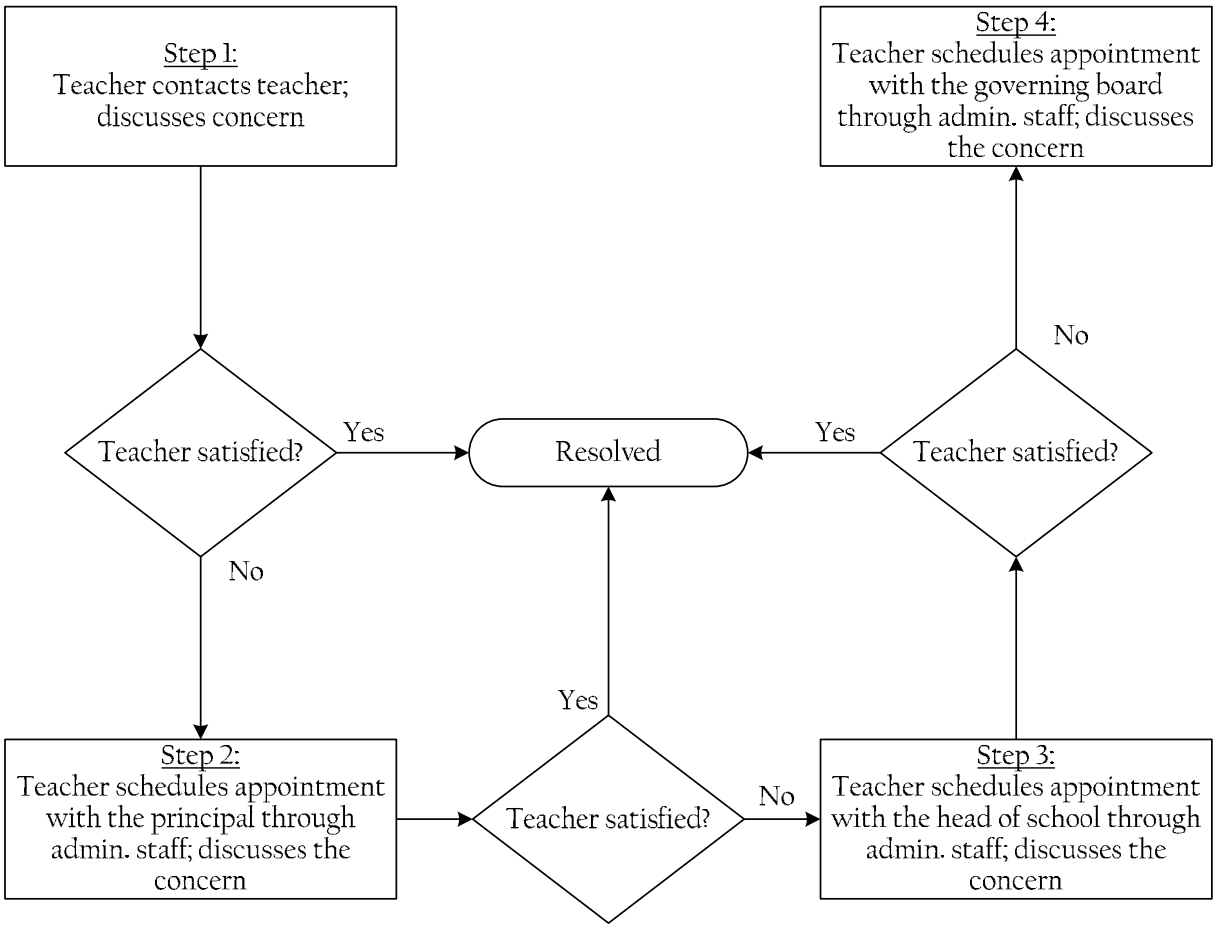


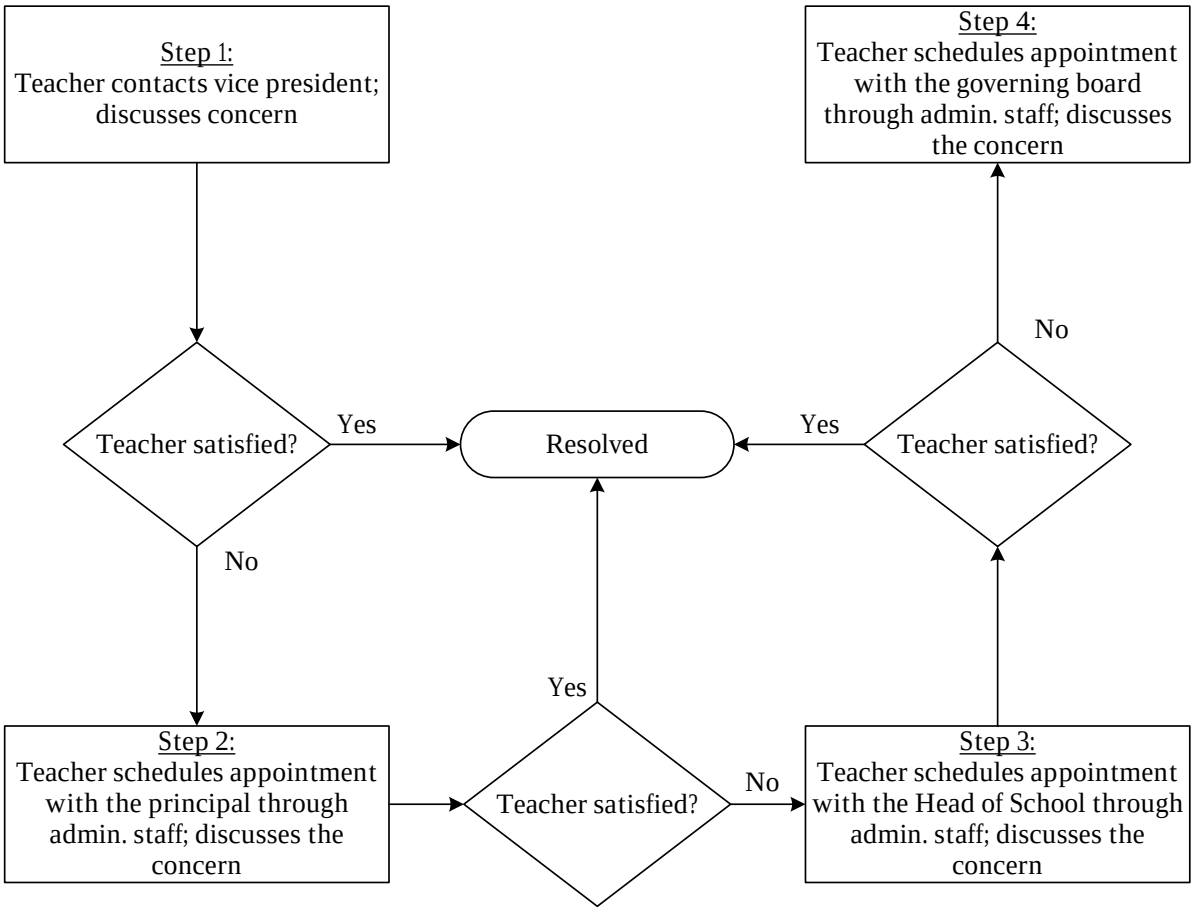
TEACHER CONCERN WITH THE ACADEMIC DIRECTOR



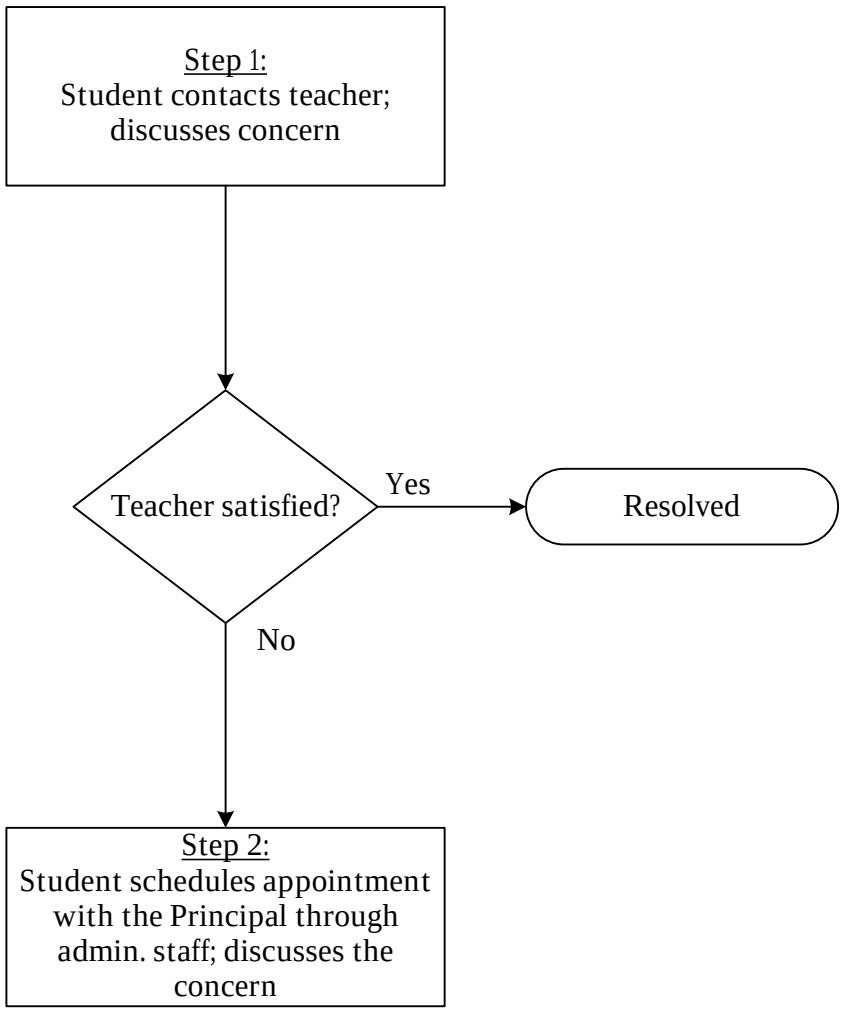
TEACHER CONCERN WITH ANOTHER TEACHER



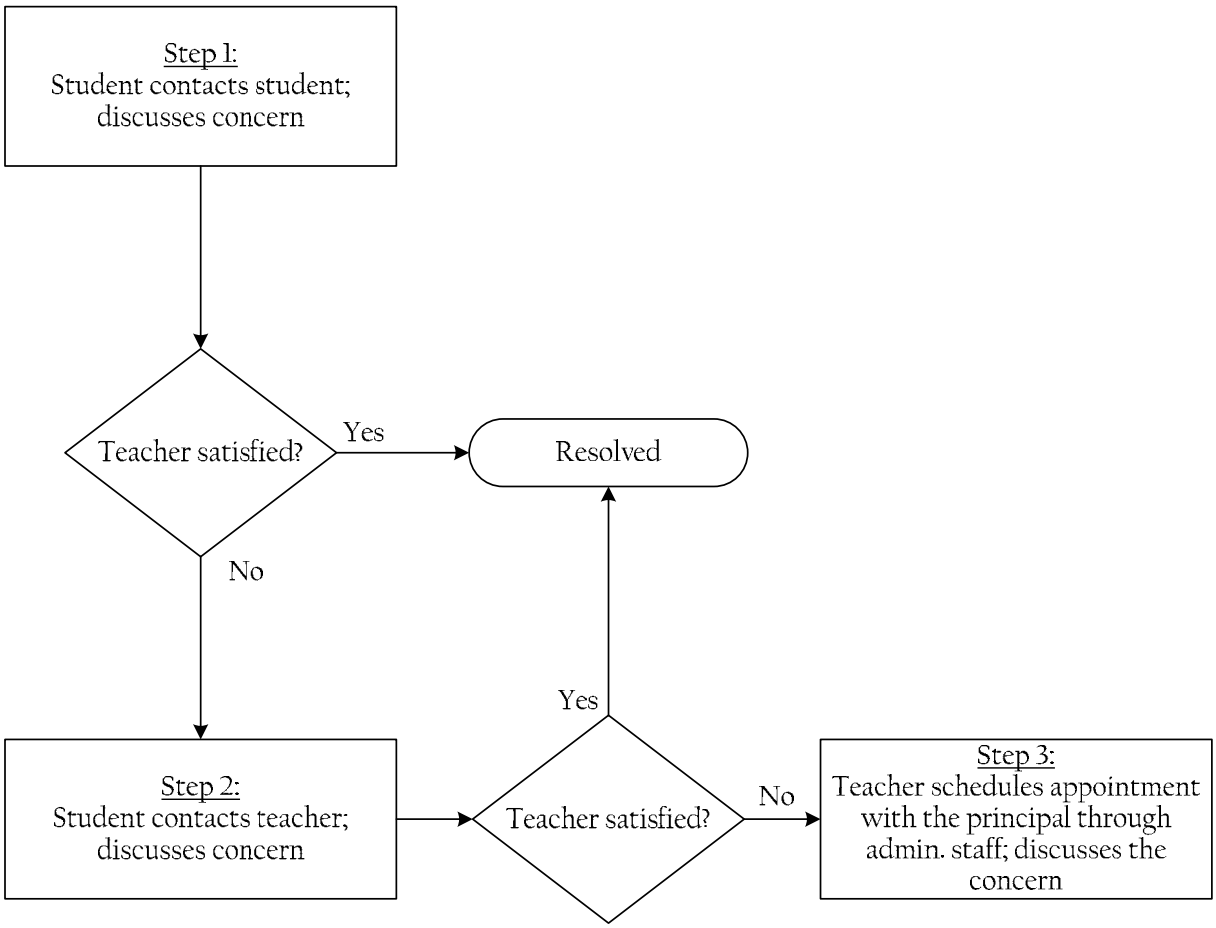
TEACHER CONCERN WITH A VICE PRINCIPAL



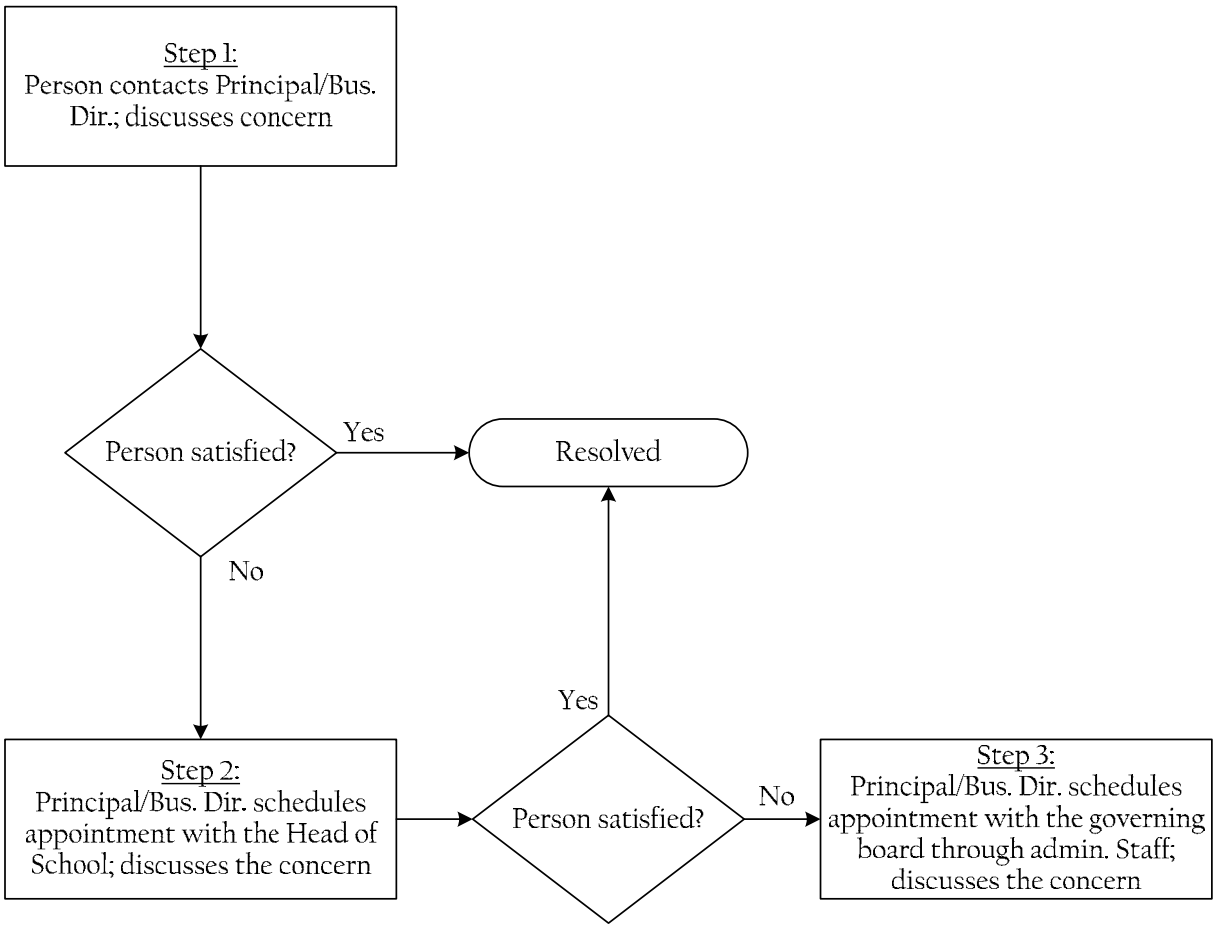
STUDENT CONCERN WITH A TEACHER



STUDENT CONCERN WITH A STUDENT



COMMUNITY CONCERN WITH THE SCHOOL



APPENDIX N
EMPLOYEE GRIEVANCE POLICY

A grievance shall mean a complaint by an employee that to him/her there has been a violation or inequitable treatment by reason of any act or condition, which is contrary to established Ben Franklin Academy policy and is negatively affecting the working conditions and/or rights of the employee.

The intent of this grievance procedure is to ensure a professional process is in place that will formally address employee concerns in an atmosphere of courtesy and cooperation. Ideally the grievance process will resolve issues in partnership with the administration (see Levels One and Two) but does provide the employee the option to submit their grievance in writing to the Ben Franklin Academy Board of Directors, should a resolution not be achieved in Levels One and Two. The decision(s) of the Board are deemed final, according to school policy. If parties involved seek an outside arbitrator, all expenses of litigation will be the responsibility of these parties.

Any parties initiating a grievance must provide clear, concise and objective written documentation through each level of the process, as outlined below:

Level One – Any grievance first will be discussed with the person(s) the grievance involves (administrator, parent, peer, student, or subordinate) with the objective of resolving the matter informally within one week of the onset of the issue/event.

Level Two – If Level One does not bring resolution, the aggrieved party must submit in writing to the Principal the nature of the grievance within one work week following the discussion at level one. The Principal may then request a joint meeting with the persons in dispute. The Principal may also ask that an impartial representative be present as a witness. The Principal shall make his/her decision in writing within one week following the meeting. If the grievance is with the Principal, Level Two should be bypassed and the aggrieved person proceeds to Level Three.

Level Three – If the aggrieved person is not satisfied with the decision at Level Two or if no decision has been rendered within the one week time period after the presentation of the grievance to the Principal, the grievance may be presented in writing to the Board of Directors

within 10 school days after presentation of the grievance at Level Two. The Board of Directors (by a minimum of three Directors) will meet individually with the aggrieved person and person(s) involved in an effort to resolve the grievance. This meeting will take place within seven school days after receipt of the written grievance. Decisions rendered at Level Three will be in writing, setting forth the decisions and the reasons and will be presented to the full Board for final review, revision, and a vote of acceptance. Once approved by the full Board, the decision will be transmitted promptly to all parties involved. Decisions made at this level are final, according to the Academy policy.

Neither the Board of Directors, nor any member of the administration of the Academy shall take reprisals affecting the employment status or working conditions of any employee or any other participant in the grievance procedure by reason of such participation. A participant, however, is not exempt from the policies of the Academy and DCSD.

Exclusions to this policy:

1. An employee's performance evaluation. An employee may write comments on the evaluation, and signature does not constitute agreement.
2. Termination of employment. The Board of Directors will vote on the recommendation of the Principal. Any grievances after employment has been terminated are to be taken to the Department of Labor.

By Order of the Board of Directors

_____ _____

President Date

_____ _____

Secretary Date

APPENDIX O
BUDGET

Ben Franklin Proposed Budget

	Base Assumption	Year 1 (2010-2011) # Classes	Size	Student Count	Annual Total	Year 2 (2011-2012) # Classes	Size	Student Count	Annual Total	Year 3 (2012-2013) # Classes	Size	Student Count	Annual Total	Year 4 (2013-2014) # Classes	Size	Student Count	Annual Total	Year 5 (2014-2015) # Classes	Size	Student Count	Annual Total
Kindehalf*		4	16	64		2	16	32		-	-	-		-	-	-		-	-	-	
Kinde full*		2	16	32		4	16	64		2	16	32		2	16	32		2	16	32	
Grade 1		4	24	96		4	24	96		4	16	64		4	16	64		4	16	64	
Grade 2		4	24	96		4	24	96		4	24	96		4	24	96		4	24	96	
Grade 3		4	24	96		4	24	96		4	24	96		4	24	96		4	24	96	
Grade 4		4	24	96		4	24	96		4	24	96		4	24	96		4	24	96	
Grade 5		2	24	48		4	24	96		4	24	96		4	24	96		4	24	96	
Grade 6		2	24	48		2	24	48		4	24	96		4	24	96		4	24	96	
Grade 7		0		0		2	24	48		2	24	48		2	24	48		4	24	96	
Grade 8		0		0		0		0		2	24	48		2	24	48		2	24	48	
Total		26		576		30		672		34		768		36							
Student teacher ratio				17				16				16								816	
Student Enrollment (FTE)				518				624				730								16	
																				749	
CASH RESERVE																					
Carry Forward from previous Year		$ -		$	0	$ -		$	1,047	$ -		$	100,869	$ -		$	206,843	$ -		$	308,843
		Annual Total				Change from Prior	Annual Total			Change from Prior	Annual Total			Change from Prior	Annual Total			Change from Prior	Annual Total		
REVENUE																					
Per Pupil Operating Revenue	$6,645				$ 3,455,700					-27%	$ 3,973,810			-27%	$ 4,457,930			-27%	$ 4,619,409	
Mill levies (assumed $600 per FTE)	$500				$ 316,800						$ 369,600				$ 422,400				$ 448,800		
Student Fees: Kindergarten half day	$130				$ 8,320						$ 4,160				$ 4,160				$ 4,160		
Student Fees: Kindergarten full day	$4,200				$ 134,400						$ 268,800				$ 268,800				$ 268,800		
Student Fees - Grades 1-6	$130				$ 62,400						$ 68,640				$ 74,880				$ 74,880		
Student Fees - Grades 7-8	$160				$ -						$ 7,680				$ 15,360				$ 23,040		
Interest	$0				$ 0						$ 2,883				$ 7,370				$ 12,500		
Grant Revenue - CDE		$ 180,000			$ 180,000						$ 180,000				$ -				$ -		
Grant Revenue - Davids																					
Total Revenue		$ - $ 180,000	$	-	$ 4,157,680	$ -		$	-		$ 4,875,093	$	-		$ 5,200,900	$	-		$ 5,491,594		
TOTAL REVENUES and CASH		$ - $ 180,000	$	-	$ 4,157,680	$ -		$	-		$ 4,876,099	$	-		$ 5,377,770	$	-		$ 5,697,437		
EXPENDITURES																					
Salaries:																					
Principal	$90,000	1/2 $ 45,000		1	$ 90,000			1	$ 90,000			1	$ 92,700			1	$ 95,481				
Academic Director	$90,000	1/2 $ 16,667		1	$ 90,000			1	$ 90,000			1	$ 51,500			1	$ 53,045				
Business Director	$60,000			1	$ 60,000			1	$ 60,000			1	$ 61,800			1	$ 63,654				
Elementary school vice principal	$65,000			1	$ 65,000			1	$ 65,000			1	$ 66,950			1	$ 68,959				
Middle school vice principal	$65,000					0.50		1	$ 32,500			1	$ 66,950			1	$ 68,959				
Office Manager	$35,000			1	$ 35,000			1	$ 35,000			1	$ 36,050			1	$ 37,132				
Secretary	$29,000			1	$ 29,000			1	$ 29,000			1	$ 29,870			1	$ 30,766				
Receptionist	$25,000			1	$ 25,000			1	$ 25,000			1	$ 25,750			1	$ 26,523				
Custodian	$25,000			1	$ 25,000			1	$ 25,000			1	$ 25,750			1	$ 26,523				
Teachers (K)	$40,000			4	$ 160,000			5	$ 200,000			5	$ 206,000			5	$ 212,180				
Teachers (1-6)	$40,000			20	$ 800,000			22	$ 880,000			24	$ 888,800			24	$ 1,010,464				
Teachers (7-8)	$40,000			-	$ -			2	$ 80,000			4	$ 164,800			6	$ 252,808				
Special Education	$42,000			1	$ 42,000			2	$ 84,000			3	$ 129,780			3	$ 133,673				
Reading Specialists	$32,000			3	$ 96,000			3	$ 96,000			4	$ 131,840			4	$ 135,795				
Technology Specialist	$35,000			1	$ 35,000			1	$ 35,000			1	$ 36,050			1	$ 37,132				
Special Teachers	$32,000			3	$ 96,000			5	$ 160,000			5	$ 164,800			5	$ 169,744				
Educational Assistants	$17,000			5	$ 85,000			7	$ 119,000			7	$ 122,570			7	$ 126,247				
Substitutes (assumes 5 days per teacher)	$110				$ 15,840				$ 19,140				$ 21,780				$ 23,100				
Total Salaries		0.33 $ 16,667		47.00	$ 1,708,840			67.50	$ 2,066,640			84.00	$ 2,448,490			86.00	$ 2,620,182				
				49%				49%				55%				55%				57%	
Benefits:																					
Benefits	$0	$ 3,667			$ 375,945				$ 491,261				$ 538,661				$ 576,440				
Total Salaries and Benefits		$ 20,333			$ 2,084,785				$ 2,557,901				$ 2,987,151				$ 3,196,624				
Sal & Ben as percentage of per pupil revenue					50%				54%				57%				58%				
Sal & Ben as percentage of income					50%				53%				57%				58%				
Sal & Ben of teachers as percentage of PPR					57%				61%				64%				66%				
Professional Purchased Services																					
DCSD Business Services Rig	$127				$ 67,304				$ 81,805				$ 97,140				$ 106,549				
Union (required by DCSD)	$22				$ 11,718				$ 20,827				$ 24,743				$ 27,139				
Health services oversight	$24				$ 12,910				$ 15,715				$ 18,660				$ 20,468				
Risk management	$70				$ 36,912				$ 44,933				$ 53,355				$ 58,523				
Special Education Services	$486				$ 256,827				$ 311,424				$ 369,801				$ 405,618				
Professional Development		$ 20,000			$ 20,000				$ 36,000				$ 40,000				$ 66,000				
										3.00%				3.00%				3.00%			

Legal			$ 20,000			$ 15,000		3.00%	$ 15,000		3.00%	$ 15,000		3.00%	$ 15,000				
Total Professional Purchased Services		$ -	$ 40,000	$ -		$ 429,981	$ -		$ 624,713	$ -		$ 623,700	$ -		$ 698,207				
Total as a percentage			22%			10%			11%			12%			12%				
Purchased Property Services																			
Building Lease						$ 700,000		$ 100,000	$ 800,000		$ 100,000	$ 900,000			$ 900,000				
Maintenance	$ 15					$ 8,640			$ 10,080			$ 11,520			$ 12,240				
Equipment rental	$ 35					$ 20,160			$ 23,520			$ 26,880			$ 28,560				
Gas & Electric						$ 45,000		3.00%	$ 46,350		3.00%	$ 47,741		3.00%	$ 48,173				
Water & Sewage						$ 22,000		3.00%	$ 22,660		3.00%	$ 23,340		3.00%	$ 24,040				
Landscaping & Snow removal						$ 15,000		3.00%	$ 15,450		3.00%	$ 15,914		3.00%	$ 16,391				
Trash Removal						$ 4,500		3.00%	$ 4,635		3.00%	$ 4,774		3.00%	$ 4,917				
Fire & Security						$ 15,000		3.00%	$ 15,450		3.00%	$ 15,914		3.00%	$ 16,391				
Total Purchased Property Services		$ -	$ -	$ -		$ 830,300	$ -		$ 938,145	$ -		$ 1,046,031	$ -		$ 1,051,712				
Total as a percentage			0%			20%			19%			19%			19%				
Building as percentage of PPR						20%			20%			20%			20%				
Other Purchased Services																			
Field trips	$ 20					$ 35,000			$ 45,000			$ 70,000			$ 85,000				
Telephone						$ 10,000			$ 10,300			$ 10,609			$ 10,927				
Postage			$ 400			$ 1,000			$ 1,020			$ 1,040			$ 1,061				
Marketing/Advertising			$ 4,000			$ 2,500			$ 2,500			$ 2,500			$ 2,500				
Printing						$ 4,500			$ 4,500			$ 4,500			$ 4,500				
Awards Banquets						$ 5,000			$ 5,000			$ 6,000			$ 6,000				
Technology (leased)						$ 5,000			$ 5,000			$ 5,500			$ 6,000				
Internet Accesses	$ 1,498					$ 17,976			$ 17,976			$ 17,976			$ 17,976				
Equipment Rental						$ 3,000			$ 3,090			$ 3,183			$ 3,278				
Insurance						$ 8,000			$ 8,000			$ 9,000			$ 10,000				
Total Other Purchased Services		$ -	$ 4,400	$ -		$ 91,976	$ -		$ 94,386	$ -		$ 121,308	$ -		$ 147,243				
Total as a percentage						2%			2%			2%			3%				
Supplies and Materials																			
Office Supplies & Equipment			$ 1,500			$ 13,860			$ 6,366			$ 10,000			$ 10,000				
Food	$ 20					$ 11,520		3.00%	$ 13,843		3.00%	$ 16,282		3.00%	$ 17,299				
Education supplies	$ 20					$ 11,520			$ 13,440			$ 15,360			$ 16,320				
Books and Periodicals									$ 50,000			$ 50,000			$ 9,000				
Curriculum						$ 240,946			$ 46,388			$ 30,813			$ 35,000				
Assessments						$ 28,129			$ 28,973			$ 29,842		3.00%	$ 30,737				
Dues	$ 11					$ 6,808			$ 6,864			$ 7,920			$ 8,448				
Alpine Achievement software	$ 7					$ 4,602			$ 4,435			$ 5,069			$ 5,386				
Subscriptions						$ 2,000		3.00%	$ 2,060		3.00%	$ 2,122		3.00%	$ 2,186				
Total Supplies		$ -	$ 1,500	$ -		$ 318,385	$ -		$ 171,369	$ -		$ 167,408	$ -		$ 134,376				
Total as a percentage						6%			4%			3%			2%				
Property																			
Technology			$ 33,659			$ 87,901			$ 180,000										
Fixtures & Furniture Classrooms			$ 65,000			$ 135,000			$ 75,000			$ 20,000			$ 20,000				
Fixtures and Furniture Office			$ 10,107			$ 40,000			$ 50,000			$ 10,000			$ 10,000				
Non-Capital Equipment						$ 15,000			$ 20,000			$ 5,000			$ 5,000				
Total Property		$ -	$ 113,766	$ -		$ 277,901	$ -		$ 325,000	$ -		$ 35,000	$ -		$ 35,000				
Total as a percentage						7%			7%			1%			1%				
TOTAL EXPENDITURES		$ -	$ 160,000	$ -		$ 4,033,327	$ -		$ 4,611,514	$ -		$ 4,980,618	$ -		$ 5,283,250				
Reserves:																			
Contingency Reserve (3% of PPOR)	$ 0								$ 119,214			$ 133,738			$ 138,582				
TABOR Reserve (3.2% of expenditures)	$ 0					$ 123,306			$ 18,502			$ 17,571			$ 10,004				
Total Reserves			$ -			$ 123,306			$ 137,716			$ 151,309			$ 148,587				
Total as a percentage						3%			3%			3%			3%				
TOTAL EXPENDITURES & RESERVES		$ -	$ 160,000	$ -		$ 4,156,634	$ -		$ 4,749,230	$ -		$ 5,131,927	$ -		$ 5,431,837				
REVENUE vs EXPENDITURES & RESERVES		$ -	$ 0	$ -		$ 1,046	$ -		$ 125,823	$ -		$ 110,973	$ -		$ 9,757				
REVENUE & CASH vs EXP & RSRVS Carry Fwd		$ -	$ 0	$ -		$ 1,047	$ -		$ 126,869	$ -		$ 245,843	$ -		$ 255,600				

Appendix P

Curriculum Alignment

Ben Franklin Academy will use the following research-based curriculum to meet the Colorado State Standards and the Douglas County end statements:

- Core Knowledge Sequence
- McGraw Hill Treasures
- Accelerated Reader
- Prentice Hall Writing and Grammar
- D'Nealian Handwriting
- Word Masters
- Saxon Math
- Pearson Scott Foresman Science
- Pearson History and Geography
- Prentice Hall Literature

CORE KNOWLEDGE SEQUENCE

The Core Knowledge Sequence provides content in the areas of language arts, history and geography, science, mathematics, visual arts, and music.

The Core Knowledge content is solid, specific, sequential, and creates a strong knowledge foundation.

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.8.5: Students have an understanding of a core body of knowledge in literature and " great works" across all content areas.
- BOE 1.2: Students embrace universal ethical principals, such as honesty, integrity, and justice.

READING CURRICULUM

The Academy's reading curriculum includes:

- Treasures Reading and Riggs Phonics, which provides reading building blocks.

- Accelerated Reader inspires and motivates students to read, building a love for literature.

These programs will enable students to apply their thinking skills, analyze, draw conclusions, solve problems, identify alternatives, and evaluate relevancy.

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.7: Students demonstrate the essential of skills reading, writing, listening, speaking, and numeracy.
- BOE 1.3: Students demonstrate the self-motivation and resourcefulness to continue their learning
- BOE 1.1: Students are able to think critically using reason and logic when facing decisions about what to believe or do.

WRITING CURRICULUM

The Academy's writing curriculum includes:

- Step Up to Writing and 6+1 Traits, which teach grammar and writing to reach all learners. Skills are presented in a fun and logical learning order with necessary repetition.
- Word Masters challenges students to solve analogies based on relationships among words they have learned.
- D'Nealian is a handwriting program that eases students into learning cursive. Students learn to write in a smooth manner so they do not have to pick up the pencil as often as the traditional manuscript. The smooth strokes and style makes it easier for children to learn each letter quickly and write more legibly.

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.7: Students demonstrate the essential skills reading, writing, listening, speaking, and numeracy.
- BOE 1.4: Students apply what they have learned. They go beyond merely knowing to using their knowledge and skills productively.

MATH CURRICULUM

The Academy uses Saxon Math to help students gain and retain essential math skills. Each concept builds on the foundation of the earlier concept.

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.8.8: Students have an understanding of a core body of knowledge in math, including the ability to understand and apply.

SCIENCE CURRICULUM

The Academy's science curriculum includes the following:

- Core Knowledge Sequence, as defined above.
- Prentice Hall Science Explorer that offers 16 small books that provide the flexibility to customize lessons to match curriculum.
- Pearson Scott Foresman Science offers differentiated leveled readers to reach all students on their level.

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.8.1: Students have an understanding of a core body of knowledge in science, including the fundamentals of physical sciences, life sciences, and space sciences.

SOCIAL STUDIES CURRICULUM

The Academy's social studies curriculum includes the following:

- Core Knowledge Sequence, as defined above.
- Pearson History and Geography, which provides built-in reading and vocabulary instruction, cross curriculum connections, and embedded assessments.

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.8.1: Students have an understanding of a core body of knowledge in social studies including modern and ancient world cultures, economics, civics, history, geography, psychology, and philosophy.

Art Program

The Academy's art program includes the following:

- Studies cultures and experiments with techniques and processes used in each cultures artwork.

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.9: Students are exposed to the fine arts.

Music Program

The Academy's music program includes the following:

- Sing or play on instruments
- Read and notate music
- Create music
- Listen to, analyze, evaluate, and describe music
- Relate music to various historical and cultural traditions

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.8.5: Students have an understanding of a core body of knowledge in art.
- BOE 1.1: Students are able to think critically using reason and logic when facing decisions about what to believe or do.

Physical Education Program

The Academy's Physical Education program includes the following:

- Demonstrate competent skills in a variety of physical activities and sports.
- Demonstrate competency in physical fitness.
- Demonstrate knowledge of factors important to participation in physical activity.
- Discuss prevention in the areas of diet, exercise, and drugs.

This aspect of the curriculum meets the following DCSD end statements:

- BOE 1.6: Students take ownership and accept responsibility for their wellbeing. Students have the knowledge, skills, and ability to make educated choices concerning their social, emotional, and physical health.
-
-

APPENDIX Q
CHARTER SCHOOL INTEREST FORM

If you are interested in exploring a new charter school, please fill out the following. We will email you as further information becomes available.

Name: _____

Address: _____

Phone: _____ Mobile: _____

Email: _____

Please rank order the top five (where 1 is the most interested in and 5 is the least interested in) types of school options/curriculum that interest you the most.

Ability Groupings	_____	Foreign Language	_____
Active learning	_____	Math	_____
Art/Music	_____	Montessori (self directed learning)	_____
Core Knowledge	_____	Outward bound	_____
Character	_____	Science	_____
Extended school day	_____	Service Learning	_____
Fitness/sports	_____	Writing	_____

Are you interested in volunteering, please explain?_____

_____

_____

What is most important to you concerning your children's education?_____

_____

_____

Where do your children currently attend school? What will be their grade level in 2011? _

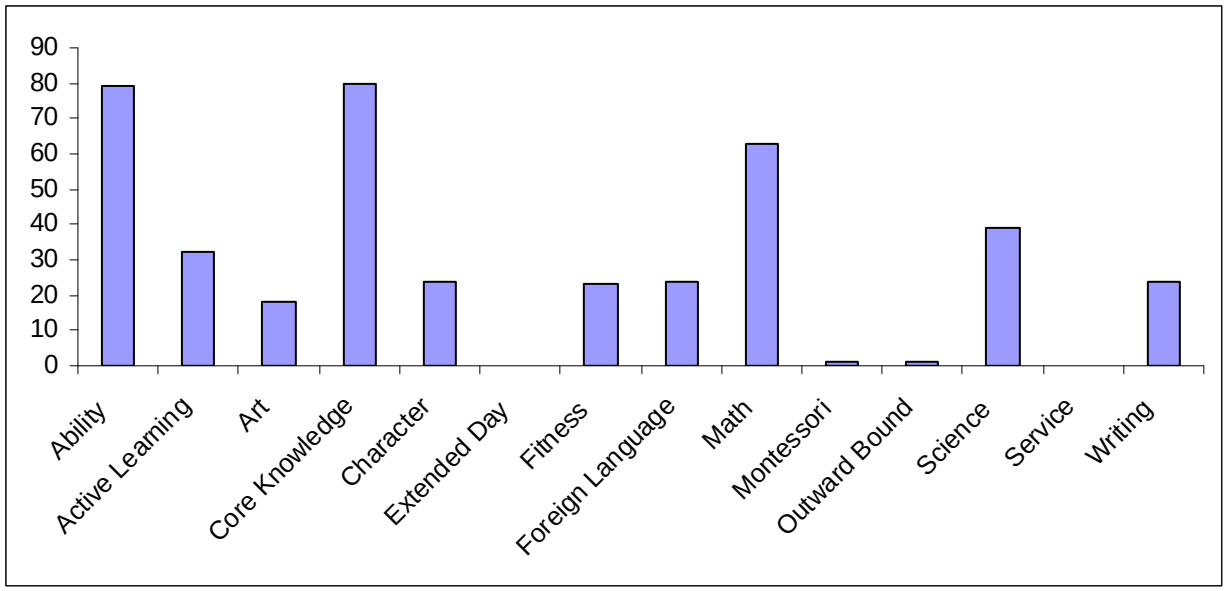
_____

_____

_____

APPENDIX R
CHARTER SCHOOL INTEREST RESULTS

Sample results from the charter school survey shown in appendix Q. These results are weighted based on the level of importance indicated on the form. The results from this unscientific survey indicates that parents want a Core Knowledge school that uses ability groupings and focuses on math, science and writing.



APPENDIX S
SAMPLE DRA2 FORM

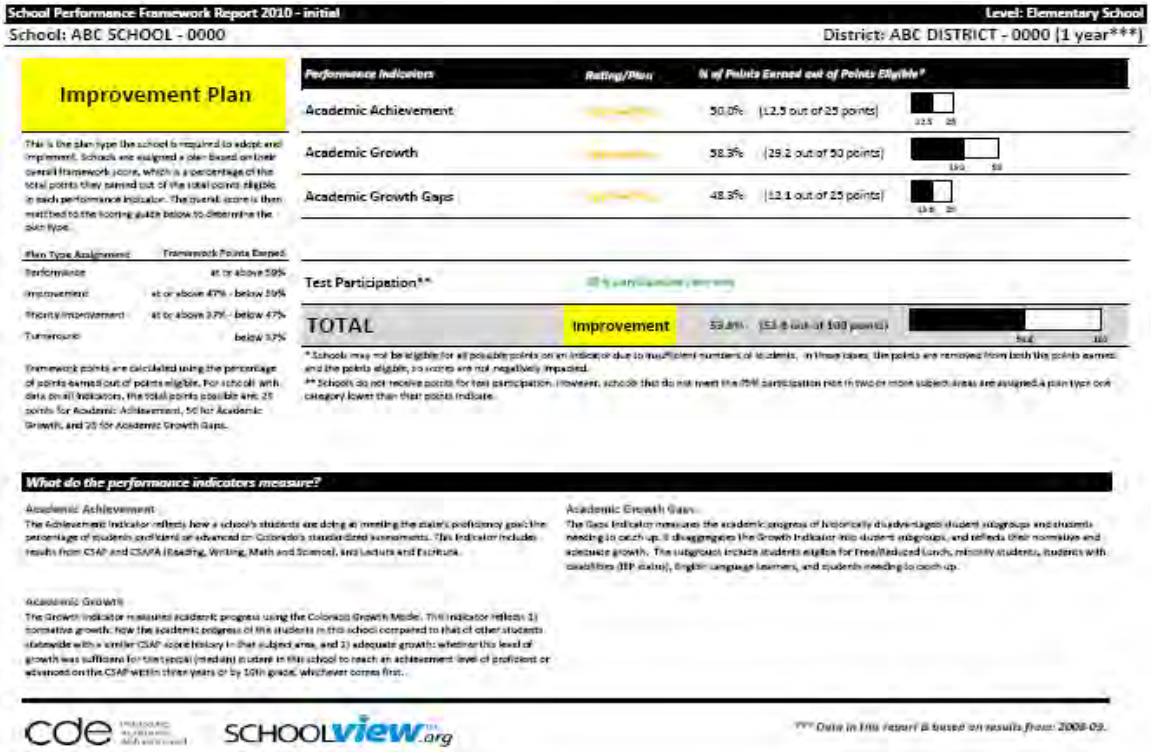
Douglas County Schools *June/06*

Name: _____ **Track:** _____ **Year:** _____

Teacher: _____ **School:** _____

DRA2 3rd Grade Student Cumulative Record						
Tri-mester to begin assessing	**Task** TG Page #	**Task Objective** (checkpoint)	No/Little Control Date/score	Some Control Date/score	Gaining Control Date/score	**Control** Date/score
		PHONICS (Word Analysis Tasks)				
1,2,3	**40** p. 108	Spelling Check V (4.1, 3.3)	Date: Score:(0-18)___/48	Date: (19-37)___/48	Date: (38-47)___/48	Date: (48)___/48
		VOCABULARY (Word Analysis Tasks)				
2,3	**35** p. 98	Using structural analysis to determine word meaning; suffixes II (4.1)	Date: Score:(0-5)___/16	Date: (6-12)___/16	Date: (13-15)___/16	Date: (16)___/16
3	**37** p. 102	Using structural analysis to determine word meaning; prefixes (4.1)	Date: Score:(0-5)___/16	Date: (6-12)___/16	Date: (13-15)___/16	Date: (16)___/16
		COMPREHENSION and FLUENCY (DRA Books – Oral Reading)				
	DRA Level	**Book Title(s)**		**Instructional** Date:	**Independent** Date:	**Advanced** Date:
1	**30**					
2	**34**					
3	**38**					

APPENDIX T
SAMPLE UNIFIED IMPROVEMENT PLAN



School Performance Framework Report 2010 - initial — **Level: Elementary School**

School: ABC SCHOOL - 0000 — District: ABC DISTRICT - 0000 (1 year***)

Improvement Plan

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the plan type.

Plan Type Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%

Framework points are calculated using the percentage of points earned out of points eligible. For school with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*
Academic Achievement	[illegible]	50.0% (12.5 out of 25 points)
Academic Growth	[illegible]	58.3% (29.2 out of 50 points)
Academic Growth Gaps	[illegible]	48.3% (12.1 out of 25 points)
Test Participation**	[illegible]	
TOTAL	Improvement	53.8% (53.8 out of 100 points)

* Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement indicator reflects how a school's students are doing at meeting the state's proficiency goal (the percentage of students proficient or advanced on Colorado's standardized assessments. This indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative growth: how the academic progress of this student in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English language learners, and students needing to catch up.

cde — SCHOOLview.org

*** Data in this report is based on results from: 2008-09.

Performance Indicators - Initial — **Level: Elementary School**

School: ABC SCHOOL - 0000 — District: ABC DISTRICT - 0000 (1 year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	305	60.0%	25
Mathematics	2	4		Approaching	305	55.4%	23
Writing	2	4		Approaching	305	45.6%	31
Science	2	4		Approaching	92	28.3%	24
Total	8	16	50.0%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	187	42	34	Yes
Mathematics	2	4		Approaching	188	40	52	No
Writing	3	4		Meets	188	58	45	Yes
Total	7	12	58.3%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	8	20	40.0%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	111	38	47	No
Minority Students	2	4		Approaching	89	40	47	No
Students w/Disabilities	1	4		Does Not Meet	25	37	78	No
English Language Learners	2	4		Approaching	46	46	47	No
Students needing to catch up	2	4		Approaching	65	43	70	No
Mathematics	5	20	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	112	37	60	No
Minority Students	1	4		Does Not Meet	90	38	64	No
Students w/Disabilities	1	4		Does Not Meet	25	18	77	No
English Language Learners	1	4		Does Not Meet	46	37	66	No
Students needing to catch up	1	4		Does Not Meet	76	39	79	No
Writing	16	20	80.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	112	55	54	Yes
Minority Students	3	4		Meets	90	56	52	Yes
Students w/Disabilities	2	4		Approaching	25	46	79	No
English Language Learners	4	4		Exceeds	46	62	57	Yes
Students needing to catch up	4	4		Exceeds	108	61	60	Yes
Total	29	60	48.3%	Approaching				

Test Participation	% of Students Tested	Rating
Reading	99.7%	95% participation rate met
Mathematics	99.7%	95% participation rate met
Writing	99.7%	95% participation rate met
Science	99.0%	95% participation rate met

Scoring Guide - initial

Level: Elementary/Middle School

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			16 (4 for each subject area)	25
	• at or above the 90th percentile of all schools.	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2		
	• below the 15th percentile of all schools.	Does Not Meet	1		
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*			12 (4 for each subject area)	50
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:*			60 (5 for each subgroup in 3 subject areas)	25
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		

Cut-Points for each performance indicator

	Cut-Point: The school earned ... of the points eligible on this indicator.	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut-Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

Reference - initial

Comparison data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010)

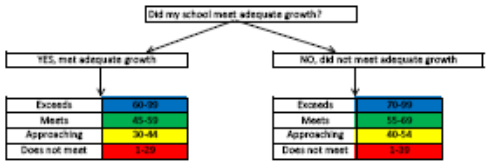
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16	32.5	35	31	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50	47.5	48	50
90th percentile	89.1	88.2	87.2	89.3	75	54.8	76.8	79.7	72.2	76	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	342	1032	507	361	1032	507	342	972	469	347
15th percentile	50	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30	20.5	25	27.9
50th percentile	72	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

	N of Students	Mean Dropout Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,095	3.9

State Average (Mean) Colorado ACT Composite Score

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

1-year vs. 3-year report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points and plan assignment. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

APPENDIX U
LETTER FROM HIGHMARK DEVELOPMENT

HIGHMARK
School Development

6900 South 900 East, Suite 200, Midvale, UT 84047 · 801-256-9550

August 30, 2010

RE: Benjamin Franklin Academy

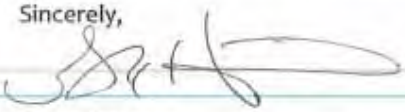
HighMark School Development, a Utah LLC, has been engaged by the board of Benjamin Franklin Academy to assist with the financing, design and construction of a charter school facility. HighMark has developed over $100,000,000 of charter schools over the past 4 years and is a resource to newly formed charter schools. While not a management company, HighMark has expertise in all aspects of school operations. This, along with their real estate and financial competency, makes Highmark an attractive partner in the early development of a school.

A land search is currently underway (6-10 acres) and several lead sites have already emerged. Once the board approves a site, HighMark will complete due diligence to ensure the location is compliant with all local and state requirements. We have already begun discussions with Douglas County to expedite the planning and approval processes. Work has begun on the design and a facility of approximately 38,000sf that will be completed for the start of the Fall 2011-12 school year. In the first year, 530 students will be enrolled. An expansion plan will allow for growth to more than 800 students in grades K-8.

HighMark's model allows for a newly created charter school to open with a new facility. The board and HighMark work closely in the creation of a budget that ensures the facility costs remain at or below 20% of a school's revenue. This approach has proven to leave ample room for the necessities of salaries, benefits, supplies etc. Once stabilization is secured, HighMark makes available the purchase of the facility via a purchase option. In the purchase of the facility, the board secures a fixed 30-year payment at attractive rates.

To learn more about HighMark School Development or to see examples of projects across the U.S., please visit our web site at http://www.highmarkschools.com.

Sincerely,



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www.highmarkschools.com

APPENDIX V
SAMPLE RTI FORM AND DOCUMENTATION

Student Name _____ Grade____
Teacher_____

Please fill in the following data that is applicable:

Reading Concerns

•DRA2 areas:

Phonemic Awareness Score _____ of _____ Date_____
Phonics Score_____ of _____ Date_____
Vocabulary Score_____ of _____ Date_____
Comprehension and Fluency Score_____ of _____ Date_____
Overall Score _____

Math Concerns

•Number Sense: Source_____
Score _____Date_____
•Computation: Source_____
Score_____ Date_____
•Problem-Solving/Vocab: Source_____
Score_____ Date_____
•Other: _____
Source_____
Score_____ Date_____

Behavior Concerns

•Source_____
Score_____ Date _____
•Source_____
Score_____ Date _____
•Source_____
Score_____ Date _____

Other Assessment Data

•Source_____
Score_____ Date _____
•Source_____
Score_____ Date _____
•Source_____
Score_____ Date _____

•ILP? Yes No Date of Initiation_____
IEP? For _____

•Is attendance an issue? No Yes: (Attendance/Tardy rate)

Date of Birth:

Date of Initiation:

Date of Parent Notification:

Behavior Concerns

Please check relevant areas of concern below:

__ Aggressive
__ Distracts others
__ Daydreams
__ Withdrawn
__ Minimal participation
__ Oppositional
__ Transitions
__ Defiant
__ Blames others
__ Extreme shyness
__ Frustrated
__ Cheating
__ Other, please elaborate
_____
_____
_____
_____

Academic Concerns

Please check relevant areas of concern below:

__ Organization
__ Memory
__ Phonemic Awareness
__ Vocabulary
__ Decoding
__ Comprehension
__ Fluency
__ Written expression
__ Verbal expression
__ Math computation
__ Math concepts
__ Work quality
__ Work completion
__ Following directions
__ Working independently
__ Other, please elaborate
_____
_____
_____
_____

Strengths: (behavior or academic, work habits, effort, friendships)

Other concerns and comments:

Cumulative File Review
Health History:

School History:

Attendance History:

Teacher Comment History:

CSAP Scores:

	3rd Grade	4th grade	5th grade	6th grade	7th grade	8th grade
Reading						
Writing						
Math						
Science						

• Do you notice a change in behavior in conjunction with this area of concern? What indicators have you observed?

• With what staff members have you already collaborated? (Please list all.)

• Please share any pertinent information below (including content of conversation(s) with parents:

Interventions Log

Student Name _____

Date	Assessment Task/Tool (What did you use to determine student's performance level?)	Intervention Used (Describe what intervention you used in an attempt to improve student performance.)	Result (Was the Intervention successful? What did you use to measure this?)

LOG: COMMUNICATIONS WITH PARENT(S)

Parent Name(s) _____
Phone Numbers:

DATE	CONTENT	FOLLOWUP

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