

## RENEWAL RECOMMENDATION

It is recommended that the charter of Idaho College and Career Readiness Academy (IDCCRA) be renewed for a five (5) year term, provided that IDCCRA agrees to comply with certain conditions outlined below. The failure to fulfill these conditions could result in further proceedings by the Commission.

Recommended conditions:

1. The conditions set forth below will have the following definitions: Student growth is the difference between the numbers of points earned by a student on his or her 8<sup>th</sup> and 10<sup>th</sup> grade ISAT tests. A student's academic peers are those students statewide who scored at the same achievement level (below basic, basic, basic, proficient, or advanced) on the 8<sup>th</sup> grade ISAT. "Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation...A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students." If the N (number of continuously enrolled IDCCRA 10<sup>th</sup> graders tested) is smaller than 15, a median will not be used. Instead, at least fifty percent (50%) of the tested students must fall at or above the 50<sup>th</sup> percentile by comparison to their academic peers.
  - a. By June 30, 2020, IDCCRA's median student growth since grade 8 in ISAT math, for continuously enrolled 10<sup>th</sup> grade students, will be at or above the 50<sup>th</sup> percentile by comparison to those students' academic peers.
  - b. By June 30, 2020, IDCCRA's median student growth since grade 8 in ISAT ELA, for continuously enrolled 10<sup>th</sup> grade students, will be at or above the 50<sup>th</sup> percentile by comparison to those students' academic peers.
2. For its performance certificate term ending June 30, 2022, IDCCRA will maintain mission-specific standards focused on student achievement of passing scores on the written NOCTI Pathways Assessment. The mission-specific standards will be revised and/or developed in accordance with the process described in Commission policy.
3. IDCCRA's 2019 five (5) year cohort graduation rate will be at least thirty percent (30%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based upon a rate of development sufficient to promote the school's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Regardless of whether or not IDCCRA agrees to fulfill the specific condition above, IDCCRA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate

effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.



## School Overview

**NOTE:** In October 2015, IDCCRA filed a Certificate of Assumed Business Name with the Secretary of State's office, changing the assumed name of the non-profit corporation under which the school is organized and managed to Idaho Technical Career Academy.

The school has not submitted proposed amendments to its charter and performance certificate to update the school name used in those documents. Throughout the majority of these exhibits, therefore, the school is referred to as Idaho College and Career Readiness Academy or IDCCRA. In some documents created by the school, the school is referred to as Idaho Technical Career Academy or ITCA. The use of either name should be understood to refer to the same entity.

### SUMMARY

Idaho College and Career Readiness Academy (IDCCRA) is a statewide virtual public charter school intended to provide career-technical education to high school students. The charter states that IDCCRA students will participate in one of four career-technical pathways (manufacturing, web design, business and marketing, or health) and be equipped with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the workforce. IDCCRA anticipated that its student body would include geographically dispersed students who were academically deficient, at-risk, and underserved.

The charter includes the following commitments:

- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services as needed.

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for IDCCRA was approved by the PCSC in October 2013, contingent upon additional revisions to bring the document up to the established standard. Petition approval became final in November 2013, at which time all revisions were either completed satisfactorily or irrelevant under the circumstances of approval. The school opened in fall 2014.

### MISSION

IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

#### LEADERSHIP

Name	Title	Term
Kerry Wysocki	Chairman	03/13 - 7/19
Jim Moore	Director	07/14 - 7/18
Mike Falconer	Secretary	10/13 - 7/19
Mark McCormick	Treasurer	10/13 - 7/18
Monti Pittman	Administrator	N/A

## Academic Performance Summary

IDCCRA's ISAT proficiency rates in all subjects are significantly below the state average. They are among the lowest of Idaho's nine virtual charter schools.

In the demographic categories of non-white, LEP, and special needs, IDCCRA's student population is less diverse than the state as a whole. The school enrolls a higher percentage of FRL students than the state as a whole. The school reports that approximately 40% of their students are credit-deficient upon enrollment at IDCCRA; this is consistent with the founders' expectations as expressed in the charter.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic & Mission-Specific Accountability Rating
2014-15*	Critical
2015-16*	Critical

The school's annual performance reports, provided in Exhibits G1 and G2, include details regarding proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

\*2014-2016 academic results reflect use of the ISAT by SBAC. The framework was designed based on the Star Rating System and former ISAT.

### KEY DESIGN ELEMENTS

Element	Evident?
Provide academic core curriculum aligned to state standards	Yes
Provide a sequence of instruction in career-technical pathways <ul style="list-style-type: none"><li>A pathway is a three-year sequence of focused coursework in a particular career cluster</li><li>All students will be continually enrolled in career technical coursework</li></ul>	Partial
Place each student with an advisory teacher	Yes
Foster industry involvement	No

## Operational Performance Summary

IDCCRA’s operational performance has been stable throughout the life of the school, evidenced by consistent leadership, legal compliance, and timely reporting. There are concerns regarding unusually low enrollment and high attrition.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2014-15	Honor
2015-16	Honor

The school’s annual performance reports, provided in Exhibits G1 and G2, contain details including the nature of any operational shortcomings and contextual information, when applicable.

### ENROLLMENT HISTORY

Year of Operation	Anticipated Enrollment (in charter)	Worst-Cast Enrollment (in petition)	Actual Enrollment
1 (2014-15)	200	150	45
2 (2015-16)	250	200	59
3 (2016-17)	300	250	114

According to data provided by the school, IDCCRA’s 2015-16 in-year student attrition rate was 92%.

### BOARD AND ADMINISTRATIVE TURNOVER

IDCCRA’s administration and board membership has remained stable throughout the life of the school.

## Financial Performance Summary

IDCCRA has remained financially secure throughout the life of the school despite chronic and severe under enrollment, due to the deficit protection clause included in its management services contract with K12. The contract states that any fiscal shortfalls covered by K12 must be repaid by IDCCRA, in the event the school should ever have sufficient revenue to do so.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2014-15	Honor*
2015-16	Honor*

The school’s annual performance reports, provided in Exhibit G1 and G2, include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

\*Due to its contractual deficit protection clause, this school is exempt from most financial measures in the framework.

## Renewal Process

### IDAHO COLLEGE AND CAREER READINESS ACADEMY

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	12/12/13	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
Renewal Process Orientation Meeting	3/10/16	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/11/16	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	5/17/16	The statutory deadline for issuance of renewal guidance and applications is November 15.
PCSC Pre-Renewal Letter Provided to School	6/9/16	This letter reminded schools of the renewal process, data submission opportunities, and performance expectations.
Auxiliary Data Submission Opportunity (optional)	7/15/16	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	10/17/16	An independent reviewer joined PCSC staff for a one-day site visit to the school.
2015-16 Annual Report Issued to School	11/15/16	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/15/16	The statutory deadline for renewal applications is December 15.



# Idaho College and Career Readiness Academy

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## ANNUAL PERFORMANCE REPORT 2015-2016

CONFIDENTIAL

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2017

## Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. It cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2015-16 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Renewal-year schools have an opportunity to correct or clarify their framework outcomes in their renewal applications.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: [chartercommission.idaho.gov](http://chartercommission.idaho.gov).



## School Overview

<b>Mission Statement</b>	IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.	
<b>Key Design Elements</b>	<p>Provide academic core curriculum aligned to state standards.</p> <p>Provide a sequence of instruction in career-technical pathways. A pathway is a three-year sequence of focused coursework in a particular career cluster.</p> <p>All students will be continually enrolled in career technical coursework.</p> <p>Place each student with an advisory teacher.</p> <p>Foster industry involvement.</p>	
<b>School Contact Information</b>	Address: 1965 S Eagle Rd Ste 150 Meridian, ID 83642	Phone: (208) 917-2420
<b>Surrounding District</b>	State of Idaho	
<b>Opening Year</b>	2014	
<b>Current Term</b>	December 12, 2013 – June 30, 2017	
<b>Grades Served</b>	9-12	
<b>Enrollment</b>	Approved: Unlimited	Actual: 59*

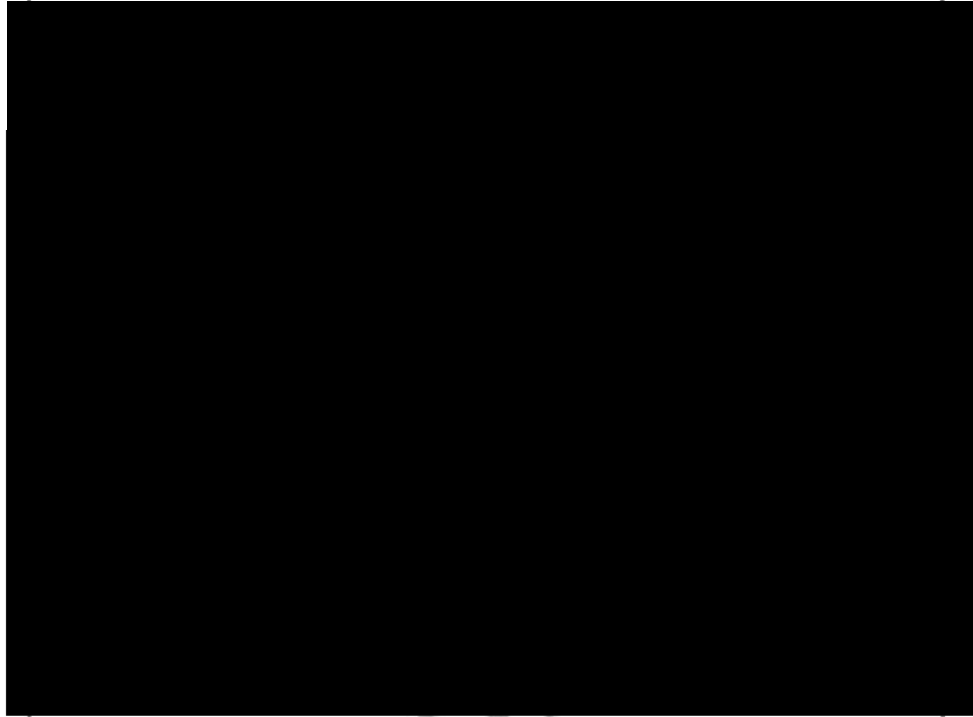
\*This number is the SDE's historical fall enrollment number. The school's enrollment varied throughout the year, peaking at 120.

School Leadership (2015-2016)	Role
Kerry Wysocki	Chair
Chris Wood	Vice Chair
Mike Falconer	Secretary
Mark McCormick	Treasurer
Jim Moore	Director
Monti Pittman	Administrator

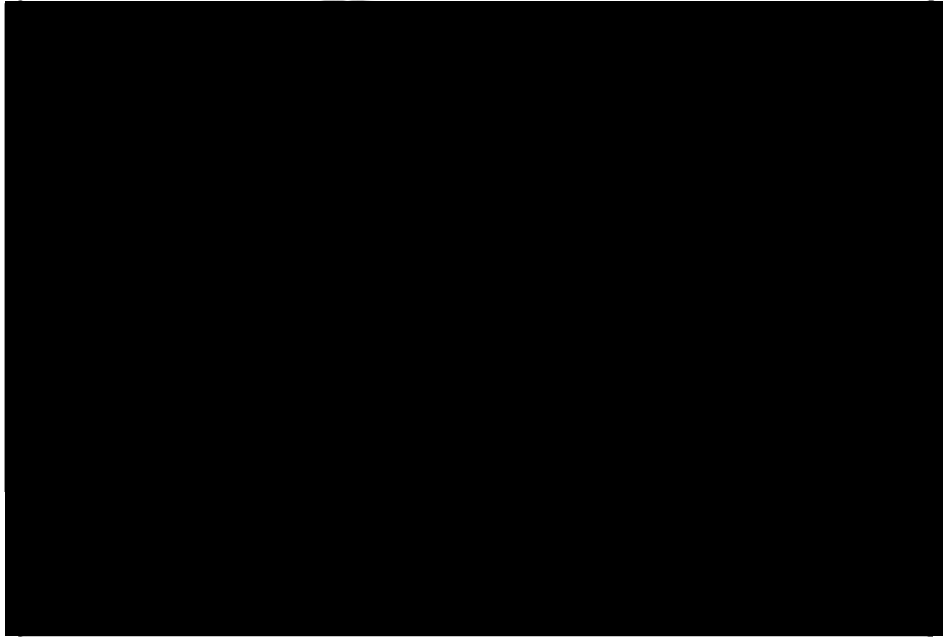
	School	Surrounding District	State
<b>Non-White</b>	13.56%	N/A	23.84%
<b>Limited English Proficiency</b>	0.00%	N/A	8.61%
<b>Special Needs</b>	8.47%	N/A	9.76%
<b>Free &amp; Reduced Lunch</b>	54.24%	N/A	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	█████%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	█████%
Percentage of Students Meeting or Exceeding Proficiency in Science	█████%
Graduation Rate (4-year cohort data from 2015)	N/A

Virtual Schools Grades K-12  
Math Percentage Proficient/Advanced



Virtual Schools Grades K-12  
ELA Percentage Proficient/Advanced



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho College and Career Readiness Academy, Incorporated Year Opened: 2013 Operating Term: 12/12/13-6/30/17 Date Executed: 12/12/2013

### Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

### Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

#### **Academic:**

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

#### **Mission-Specific:**

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

*During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.*

#### **Operational:**

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

**Financial:**

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

**Accountability Designations**

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

**Honor:**

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

**Good Standing:**

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

**Remediation:**

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

**Critical:**

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

## IDCCRA --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	50%	
	2c				75	50%	
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050		
- Points from Non-Applicable					900		
Total Possible Academic Points for This School					150		
Total Academic Points Received							19.43
% of Possible Academic Points for This School							12.95%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Manufacturing Skills Acquisition	1						
Technology Skills Acquisition	2						
Business Skills Acquisition	3						
Health Skills Acquisition	4						
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					150		
TOTAL POINTS RECEIVED							19.43
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							12.95%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	365.00
% OF POSSIBLE OPERATIONAL POINTS				91.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	0	0%	0.00
	1b	0	0%	0.00
	1c	0	0%	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	0	0%	0.00
	2b	0	0%	0.00
	2c	0	0%	0.00
	2d	0	0%	0.00
TOTAL FINANCIAL POINTS		50	100%	50.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the *possibility* of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

IDCCRA --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	100.00%
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	12.95%	0% - 60% of points possible		0% - 45% of points possible	

## IDCCRA --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
		5	25				
	Exceeds Standard: School received five stars on the Star Rating System	4	20				
	Meets Standard: School received three or four stars on the Star Rating System	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System	1	0				
Notes				0			
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
	Exceeds Standard: School was identified as a "Reward" school.	Reward	25				
	Meets Standard: School does not have a designation.	None	15				
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0				
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0				
Notes				0			
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							0
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							0



Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							

IDCCRA --- ACADEMIC FRAMEWORK

<b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b>		<b>Are students making expected annual academic growth in reading compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
		<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
		<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
		<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
		<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>								0
<b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b>		<b>Are students making expected annual academic growth in math compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
		<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
		<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
		<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
		<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>								0
<b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b>		<b>Are students making expected annual academic growth in language compared to their academic peers?</b>	<b>Result (Percentile)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
		<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
		<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
		<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
		<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
<b>Notes</b>								0
<b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b>		<b>Is the school increasing subgroup academic performance over time?</b>	<b>Result (Percentage)</b>	<b>Points Possible</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
		<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
		<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
		<b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
		<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
<b>Notes</b>								0

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible		Points Earned		
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes		<hr/> 0					
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned		
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes		<hr/> 0					
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned		
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes		<hr/> 0					
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes		<hr/> 0					

IDCCRA --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
<b>Measure 1</b>	<b>Is the school helping students in the Manufacturing pathway to successfully acquire the appropriate level of industry skills?</b>	<b>Result</b>	<b>Points Possible</b>
	<b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		175
	<b>Meets Standard:</b> 65% to 84% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		140
	<b>Does Not Meet Standard:</b> 45% to 64% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		70
	<b>Falls Far Below Standard:</b> Less than 45% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		0
			<hr/>
			0.00
<b>Notes</b>	The 1st and 2nd Manufacturing courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">No IDCCRA students took the manufacturing pathway, thus no score is available.</a>		
<b>Measure 2</b>	<b>Is the school helping students in the Technology pathway to successfully acquire the appropriate level of industry skills?</b>	<b>Result</b>	<b>Points Possible</b>
	<b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		175
	<b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		140
	<b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		70
	<b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		0
			<hr/>
			0.00
<b>Notes</b>	The 1st and 2nd Technology courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Due to small sample size, no result is available for the 2015-16 school year.</a>		
<b>Measure 3</b>	<b>Is the school helping students in the Business pathway to successfully acquire the appropriate level of industry skills?</b>	<b>Result</b>	<b>Points Possible</b>
	<b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		175
	<b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		140
	<b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		70
	<b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		0
			<hr/>
			0.00
<b>Notes</b>	The 1st and 2nd Business courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Due to small sample size, no result is available for the 2015-16 school year.</a>		

## IDCCRA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
<b>Measure 4</b>	<b>Is the school helping students in the Health pathway to successfully acquire the appropriate level of industry skills?</b>			
	<b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		175	
	<b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		140	
	<b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		70	
	<b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		0	
				<u>0.00</u>
<b>Notes</b>	The 1st and 2nd Health courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Due to small sample size, no result is available for the 2015-16 school year.</a>			

The following mission-specific measures demonstrate IDCCRA's long-term commitment to ensure that students are well-prepared for employment in career-technical industries. The goals have not been assigned any points towards the school's accountability designation during the first certificate term, as the relevant data will not be available until after the conclusion of the school's first certificate term.

		Result	Points Possible	Points Earned
<b>Measure 1b</b>	<b>Is the school successfully preparing Manufacturing pathway students for the workplace?</b>			
	<b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	<b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	<b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	<b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
				<u>0.00</u>
<b>Notes</b>				

		Result	Points Possible	Points Earned
<b>Measure 2b</b>	<b>Is the school successfully preparing Technology pathway students for the workplace?</b>			
	<b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	<b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	<b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	<b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
				<u>0.00</u>
<b>Notes</b>				

## IDCCRA --- MISSION-SPECIFIC FRAMEWORK

Measure 3b Is the school successfully preparing Business pathway students for the workplace?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p>			0.00
Notes			
Measure 4b Is the school successfully preparing Health pathway students for the workplace?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p>			0.00
Notes			

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned
	<b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms. <b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		25	
		See note	0	0.00
		0.00		
Notes	The school's academic outcomes do not reflect the description of the school provided in the approved charter and performance certificate. Proficiency rates are very low and do not appear to reflect a student population that will be ready for the workforce as the charter commits. There are no policies in place to assist students in finding qualified internships. Only two out of the four career pathways have been approved by CTE. The Advisory Board as required by CTE and the charter has not met in over two years of operation. The school indicates that it is in the process of further implementation.			
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. <b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non- compliance documented	25	25.00
			15	
			0	
Notes	25.00			
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non- compliance documented	25	25.00
			15	
			0	
Notes	25.00			

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	0.00
Notes				15.00
The school's FY15 independent fiscal audit, due October 15, 2015, was submitted on October 21, 2015. The draft audit, pending board approval, was submitted on October 15, 2015.				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00



GOVERNANCE AND REPORTING				
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

## IDCCRA --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			0	0.00
				<hr/> 25.00
Notes				


## IDCCRA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	50	
		1.05	10	
			0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	No. of Days Cash:	50	
		46	10	
			0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
Enrollment Variance	<p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:	50	
		97.86%	30	
			0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 1d	Default	Result	Points Possible	Points Earned
Default	<p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No default or delinquency noted in audit	50	50.00
Notes			0	
				50.00

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Total Margin and Aggregated 3-Year Total Margin</b>	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:  2.50%  10  0		0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt to Asset Ratio</b>	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is:  0.95	50 30 0	0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (1.44) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.			
Measure 2c	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Cash Flow</b>	<p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:  \$70,494	50 30 0	0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 2d	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt Service Coverage Ratio</b>	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is:  0.00	50 0	0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

## IDCCRA --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	N/A	0.00	0.00		
	1b	25	N/A	15.00	0.00		
Proficiency	2a	75	N/A	0.00	0.00		
	2b	75	N/A				
	2c	75	N/A				
Growth	3a	100	N/A	0.00	0.00		
	3b	100	N/A	0.00	0.00		
	3c	100	N/A	0.00	0.00		
	3d	75	N/A	0.00	0.00		
	3e	75	N/A	0.00	0.00		
	3f	75	N/A	0.00	0.00		
	3g	100	N/A	0.00	0.00		
College & Career Readiness	4a	50	N/A	0.00	0.00		
	4b1 / 4b2	50	N/A	0.00	0.00		
	4c	50	N/A	0.00	0.00		
Total Possible Academic Points Received		1050	0.00	32.10	19.43	0.00	0.00
% of Possible Academic Points for This School			0.00%	18.34%	12.95%	0.00%	0.00%
*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.							
MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Manufacturing Skills Acquisition	1	175	N/A	N/A	N/A		
Technology Skills Acquisition	2	175	N/A	N/A	N/A		
Business Skills Acquisition	3	175	N/A	N/A	N/A		
Health Skills Acquisition	4	175	N/A	N/A	N/A		
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			0.00%	0.00%	0.00%	0.00%	0.00%
OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	N/A	25	0		
	1b	25	N/A	25	25		
	1c	25	N/A	25	25		
	1d	25	N/A	25	25		
Financial Management & Oversight	2a	25	N/A	15	15		
	2b	25	N/A	25	25		
Governance & Reporting	3a	25	N/A	25	25		
	3b	25	N/A	25	25		
Students & Employees	4a	25	N/A	25	25		
	4b	25	N/A	25	25		
	4c	25	N/A	25	25		
	4d	25	N/A	25	25		
School Environment	5a	25	N/A	25	25		
	5b	25	N/A	25	25		
	5c	25	N/A	25	25		
Additional Obligations	6a	25	N/A	25	25		
Total Possible Operational Points Received		400	0.00	390.00	365.00	0.00	0.00
% of Possible Operational Points for This School			0.00%	97.50%	91.25%	0.00%	0.00%
FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	0	N/A	0	0		
	1b	0	N/A	0	0		
	1c	0	N/A	0	0		
	1d	50	N/A	50	50		
Sustainability Measures	2a	0	N/A	0	0		
	2b	0	N/A	0	0		
	2c	0	N/A	0	0		
	2d	0	N/A	0	0		
Total Possible Financial Points Received		50	0.00	50.00	50.00	0.00	0.00
% of Possible Financial Points for This School			0.00%	100.00%	100.00%	0.00%	0.00%
ACCOUNTABILITY DESIGNATION			2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific			N/A	Critical	Critical		
Operational			N/A	Honor	Honor		
Financial			N/A	Honor	Honor		

A decorative graphic consisting of several overlapping blue triangles and polygons, creating a layered, geometric effect. It is positioned on the left side of the page, partially behind the quote.

"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform





# Idaho College and Career Readiness Academy

♦ ♦ ♦ ♦

## ANNUAL PERFORMANCE REPORT 2014-2015

CONFIL

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2016

# Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Schools had an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: [chartercommission.idaho.gov](http://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.	
<b>Key Design Elements</b>	<p>Provide academic core curriculum aligned to state standards.</p> <p>Provide a sequence of instruction in career-technical pathways. A pathway is a three-year sequence of focused coursework in a particular career cluster.</p> <p>All students will be continually enrolled in career technical coursework.</p> <p>Place each student with an advisory teacher.</p> <p>Foster industry involvement.</p>	
<b>School Contact Information</b>	Address: 1965 S Eagle Rd Ste 150 Meridian, ID 83642	Phone: (208) 917-2420
<b>Surrounding District</b>	State of Idaho	
<b>Opening Year</b>	2014	
<b>Current Term</b>	December 12, 2013 – June 30, 2017	
<b>Grades Served</b>	9-12	
<b>Enrollment</b>	Approved: Unlimited	Actual: 53

School Leadership (2014-2015)	Role
Kerry Wysocki	Chair
Chris Wood	Vice Chair
Mike Falconer	Secretary
Mark McCormick	Treasurer
Dane Beorchia	Director
Jim Moore	Director
Monti Pittman	Administrator

	School	Surrounding District	State
Non-White	20%	NA	23.59%
Limited English Proficiency	0%	NA	8.52%
Special Needs	6.67%	NA	10.43%
Free & Reduced Lunch	55.56%	NA	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	██████%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████%
Graduation Rate (4-year cohort data from 2014)	N/A

Virtual Schools Grades K-12  
ELA Percentage Proficient/Advanced

Idaho Distance Education Academy

INSPIRE Connections Academy

State of Idaho

Idaho Virtual Academy

Another Choice Virtual School

Idaho College & Career Readiness

Virtual Schools Grades K-12  
Math Percentage Proficient/Advanced

Idaho Distance Education Academy

State of Idaho

Idaho Virtual Academy

INSPIRE Connections Academy

Idaho College & Career Readiness

Another Choice Virtual School

## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho College and Career Readiness Academy, Incorporated Year Opened: 2013 Operating Term: 12/12/13-6/30/17 Date Executed: 12/12/2013

### Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

### Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

#### **Academic:**

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

#### **Mission-Specific:**

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

*During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.*

#### **Operational:**

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

**Financial:**

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

**Accountability Designations**

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

**Honor:**

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

**Good Standing:**

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

**Remediation:**

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

**Critical:**

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

## IDCCRA --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	14%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	43%	
	2c				75	43%	
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050		
- Points from Non-Applicable					875		
Total Possible Academic Points for This School					175		
Total Academic Points Received							32.10
% of Possible Academic Points for This School							18.34%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Manufacturing Skills Acquisition	1						
Technology Skills Acquisition	2						
Business Skills Acquisition	3						
Health Skills Acquisition	4						
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					175		
TOTAL POINTS RECEIVED							32.10
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							18.34%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	0	0%	0.00
	1b	0	0%	0.00
	1c	0	0%	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	0	0%	0.00
	2b	0	0%	0.00
	2c	0	0%	0.00
	2d	0	0%	0.00
TOTAL FINANCIAL POINTS		50	100%	50.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the *possibility* of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.



IDCCRA --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	97.50%	85% - 100% of points possible	100.00%
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	18.34%	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
		5	25				
	Exceeds Standard: School received five stars on the Star Rating System	4	20				
	Meets Standard: School received three or four stars on the Star Rating System	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System	1	0				
Notes				0			
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
		Reward	25				
	Exceeds Standard: School was identified as a "Reward" school.	None	15	15			
	Meets Standard: School does not have a designation.	Focus	0				
	Does Not Meet Standard: School was identified as a "Focus" school.	Priority	0				
	Falls Far Below Standard: School was identified as a "Priority" school.			15			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						0
Notes							

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?  Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?  Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?  Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?  Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0

Measure 3d Norm-Referenced Growth in Reading		Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes		Exceeds Standard:		57-75	19	66-99	34	0
		Meets Standard:		38-56	19	43-65	23	0
		Does Not Meet Standard:		20-37	18	30-42	13	0
		Falls Far Below Standard:		0-19	19	1-29	29	0
								0
Measure 3e Norm-Referenced Growth in Math		Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes		Exceeds Standard:		57-75	19	66-99	34	0
		Meets Standard:		38-56	19	43-65	23	0
		Does Not Meet Standard:		20-37	18	30-42	13	0
		Falls Far Below Standard:		0-19	19	1-29	29	0
								0
Measure 3f Norm-Referenced Growth in Language		Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes		Exceeds Standard:		57-75	19	66-99	34	0
		Meets Standard:		38-56	19	43-65	23	0
		Does Not Meet Standard:		20-37	18	30-42	13	0
		Falls Far Below Standard:		0-19	19	1-29	29	0
								0
Measure 3g Subgroup Growth Combined Subjects		Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Notes		Exceeds Standard:		76-100	25	70-100	31	0
		Meets Standard:		51-75	25	45-69	25	0
		Does Not Meet Standard:		26-50	25	30-44	15	0
		Falls Far Below Standard:		0-25	25	1-29	29	0
								0

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes						0	
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0	
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0	
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes	The school did not serve 12th graders in 2013-14, thus no graduation rate is available.						0

## IDCCRA --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
<b>Measure 1</b>	<b>Is the school helping students in the Manufacturing pathway to successfully acquire the appropriate level of industry skills?</b>	<b>Result</b>	<b>Points Possible</b>
			<b>Points Earned</b>
	<b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		175
	<b>Meets Standard:</b> 65% to 84% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		140
	<b>Does Not Meet Standard:</b> 45% to 64% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		70
	<b>Falls Far Below Standard:</b> Less than 45% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		0
			<hr/>
			0.00
<b>Notes</b>	The 1st and 2nd Manufacturing courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Since IDCCRA is in its second year of operations, reporting on this measure will be reflected in the 2015-16 Annual Report. The 1st level Manufacturing course is being offered for the first time in 2015-16.</a>		
<b>Measure 2</b>	<b>Is the school helping students in the Technology pathway to successfully acquire the appropriate level of industry skills?</b>	<b>Result</b>	<b>Points Possible</b>
			<b>Points Earned</b>
	<b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		175
	<b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		140
	<b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		70
	<b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		0
			<hr/>
			0.00
<b>Notes</b>	The 1st and 2nd Technology courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Since IDCCRA is in its second year of operations, reporting on this measure will be reflected in the 2015-16 Annual Report. The 1st level Technology course is being offered for the first time in 2015-16.</a>		
<b>Measure 3</b>	<b>Is the school helping students in the Business pathway to successfully acquire the appropriate level of industry skills?</b>	<b>Result</b>	<b>Points Possible</b>
			<b>Points Earned</b>
	<b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		175
	<b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		140
	<b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		70
	<b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		0
			<hr/>
			0.00
<b>Notes</b>	The 1st and 2nd Business courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Since IDCCRA is in its second year of operations, reporting on this measure will be reflected in the 2015-16 Annual Report. The 1st level Business course is being offered for the first time in 2015-16.</a>		

## IDCCRA --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4	Is the school helping students in the Health pathway to successfully acquire the appropriate level of industry skills?			
	Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		175	
	Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		140	
	Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		70	
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		0	
				0.00
Notes	The 1st and 2nd Health courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. Since IDCCRA is in its second year of operations, reporting on this measure will be reflected in the 2015-16 Annual Report. The 1st level Healthway course is being offered for the first time in 2015-16.			
The following mission-specific measures demonstrate IDCCRA's long-term commitment to ensure that students are well-prepared for employment in career-technical industries. The goals have not been assigned any points towards the school's accountability designation during the first certificate term, as the relevant data will not be available until after the conclusion of the school's first certificate term.				
Measure 1b	Is the school successfully preparing Manufacturing pathway students for the workplace?	Result	Points Possible	Points Earned
	Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Falls Far Below Standard: Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
				0.00
Notes				
Measure 2b	Is the school successfully preparing Technology pathway students for the workplace?	Result	Points Possible	Points Earned
	Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Falls Far Below Standard: Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
				0.00
Notes				

## IDCCRA --- MISSION-SPECIFIC FRAMEWORK

Measure 3b	Is the school successfully preparing Business pathway students for the workplace?	Result	Points Possible
	<p><b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p>		Points Earned
			0.00
Notes			
Measure 4b	Is the school successfully preparing Health pathway students for the workplace?	Result	Points Possible
	<p><b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p>		Points Earned
			0.00
Notes			



INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible
	<b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25
	<b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	0	25.00
Notes			
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	25.00
Notes			
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	25.00
Notes			

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				15.00
The school has not consistently maintained an expenditures website as required by §33-357, Idaho Code; this matter was remedied as of August 2015.				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
Measure 3b  Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

INDICATOR 5: SCHOOL ENVIRONMENT				
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes		25.00		
Measure 5b Health and Safety	Is the school complying with health and safety requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes		25.00		
Measure 5c Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes		25.00		

## IDCCRA --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
				25.00
Notes				

## IDCCRA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	50	
		1.06	10	
			0	
				0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash:	50	
		47	10	
			0	
				0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:	50	
			30	
		28.75%	0	
				0.00
				0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 1d	Default	Result	Points Possible	Points Earned
Default	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No default or delinquency noted in audit	50	50.00
			0	
				50.00
Notes				

IDCCRA --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
Total Margin and Aggregated 3-Year Total Margin	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:	50	
		5.72%	10	
			0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is:	50	
		0.9	30	
			0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
Cash Flow	<p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:	50	
		\$55,927	30	
			0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is:	50	
		1.48	0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00



## IDCCRA --- LONGITUDINAL RESULTS


ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED*	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	N/A	0.00			
	1b	25	N/A	15.00			
Proficiency	2a	75	N/A	0.00			
	2b	75	N/A				
Growth	2c	75	N/A				
	3a	100	N/A	0.00			
	3b	100	N/A	0.00			
	3c	100	N/A	0.00			
	3d	75	N/A	0.00			
	3e	75	N/A	0.00			
	3f	75	N/A	0.00			
	3g	100	N/A	0.00			
College & Career Readiness	4a	50	N/A	0.00			
	4b1 / 4b2	50	N/A	0.00			
	4c	50	N/A	0.00			
Total Possible Academic Points Received		1050	0.00	32.10	0.00	0.00	0.00
% of Possible Academic Points for This School			0.00%	18.34%	0.00%	0.00%	0.00%
*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.							

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Manufacturing Skills Acquisition	1	175	N/A				
Technology Skills Acquisition	2	175	N/A				
Business Skills Acquisition	3	175	N/A				
Health Skills Acquisition	4	175	N/A				
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			0.00%	0.00%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Educational Program	1a	25	N/A	25			
	1b	25	N/A	25			
	1c	25	N/A	25			
	1d	25	N/A	25			
Financial Management & Oversight	2a	25	N/A	15			
	2b	25	N/A	25			
Governance & Reporting	3a	25	N/A	25			
	3b	25	N/A	25			
Students & Employees	4a	25	N/A	25			
	4b	25	N/A	25			
	4c	25	N/A	25			
	4d	25	N/A	25			
School Environment	5a	25	N/A	25			
	5b	25	N/A	25			
	5c	25	N/A	25			
	5d	25	N/A	25			
Additional Obligations	6a	25	N/A	25			
Total Possible Operational Points Received		400	0.00	390.00	0.00	0.00	0.00
% of Possible Operational Points for This School			0.00%	97.50%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Near-Term Measures	1a	0	N/A	0			
	1b	0	N/A	0			
	1c	0	N/A	0			
	1d	50	N/A	50			
Sustainability Measures	2a	0	N/A	0			
	2b	0	N/A	0			
	2c	0	N/A	0			
	2d	0	N/A	0			
Total Possible Financial Points Received		50	0.00	50.00	0.00	0.00	0.00
% of Possible Financial Points for This School			0.00%	100.00%	0.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific	N/A	Critical			
Operational	N/A	Honor			
Financial	N/A	Honor			



"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

## Academic Performance Comparisons

The chart below compares IDCCRA’s outcomes to those of a relevant comparison group.

### 9th GRADE ISAT

In 2016, IDCCRA voluntarily tested their 9<sup>th</sup> grade students on the ELA and math ISAT assessment. The following is a summary of student performance on these assessments by achievement level. For 9<sup>th</sup> grade students in 2016, IDCCRA’s proficiency rates were similar to those of the state, based on available data. Because the majority of school districts do not administer the 9<sup>th</sup> grade ISAT, the statewide percentages are not necessarily representative of all Idaho 9<sup>th</sup> grade students.

9 <sup>th</sup> Grade ISAT Achievement Level	IDCCRA ELA Assessment Percentage/# of Students	State ELA Assessment Percentage	IDCCRA Math Assessment Percentage/# of Students	State Math Assessment Percentage
Advanced		18%	0% / 0	
Proficient		36%	30.8% / 8	
Basic		25%	38.5% / 10	
Below Basic		21%	30.8% / 8	

### 10<sup>th</sup> GRADE ISAT

Math and ELA comparison charts may be found in Exhibit G1.

## **PRE-RENEWAL SITE VISIT**

A pre-renewal site visit is an important part of the charter renewal process. The purpose of a pre-renewal site visit is to observe and discuss the charter school's programs, policies, practice, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems.

In fall 2016, pre-renewal site visits of eleven schools scheduled for renewal consideration 2017 were conducted with the primary objective of determining whether the schools were providing the appropriate conditions for sustained success. Each evaluation team was comprised of a member of the PCSC staff and an independent, external consultant. The external consultants were experts in areas such as curriculum and instruction, fiscal management, and/or fields particularly relevant to the subject schools.

The site visit process and associated evaluation rubric were developed based on best practices from authorizers across the country, including SUNY, Denver Public Schools, and Portland State University (PSU), whose evaluators perform all site visits for the State of Oregon.

A copy of the evaluation rubric was sent to each renewal school in advance of the visit. Due to time constraints and limited resources, schools were informed that it was highly unlikely all the measures would be evaluated. Prior to the visits, PCSC staff and external consultants determined the rubric measures of most value for each visit. The evaluation teams conducted interviews with diverse stakeholders including school leaders, board members, teachers, and parents. The final site visit reports were compiled from observations and comments at the agreement of both evaluation team members.

The PCSC staff contracted with four independent, external evaluators for the purpose of conducting pre-renewal site visits. One evaluator participated in each site visit. Each school's site visit report lists which members of the team participated in the visit. Brief evaluator biographies are provided below for reference:

### **Dr. Sherawn Reberry, Director of Education Programs Idaho Digital Learning**

Dr. Reberry is a former educator and administrator for both K-12 and post-secondary programs. With over 20 years of experience, she has spent the past 14 years in online education. Dr. Reberry currently serves on the board for the Idaho Association for Supervision and Curriculum Development.

### **Randy Yadon, Principal of Meridian Technical Charter High School**

Mr. Yadon has over 25 years of education experience as a classroom teacher and administrator. He currently serves as the Principal of Meridian Technical Charter School, a high-performing charter authorized by the West Ada School District.

**Christine McMillen, Principal Atlas Alternative High School**

Ms. McMillen has served as a classroom teacher and administrator for the past 15 years. She currently serves as the Principal for Atlas Alternative High School in the Middleton School District.

**Nils Peterson, Education Consultant**

Mr. Peterson is the retired Assistant Director for The Center for Teaching, Learning, and Technology at Washington State University. He has served as an education consultant for 20 years. Mr. Peterson is also a founder and former Board Chairman for Palouse Prairie Charter School.

# Idaho College and Career Readiness Academy

Pre-Renewal Site Visit

Evaluation Report

*Visit Date: October 17, 2016*

Idaho Public Charter School Commission

### **Charter School**

Idaho College and Career Readiness Academy  
1965 E. Eagle Road, Suite 150  
Meridian, ID 83642  
208.917.2420  
Monti Pittman                      Head of School

### **Authorizer**

Idaho Public Charter School Commission  
(208) 332-1561  
[www.chartercommission.idaho.gov](http://www.chartercommission.idaho.gov)  
Tamara Baysinger, Director  
Alan Reed, Chairman

### **Evaluators**

Dr. Sherawn Reberry	Director of Education Programs, Idaho Digital Learning
Kirsten Pochop, PhD, MPA	PCSC Charter Schools Program Manager

**PURPOSE OF EVALUATION**

Idaho Code §33-5209B states that following an initial three-year term, a charter may be renewed for successive five-year terms of operation. Idaho College and Career Readiness Academy (also known as Idaho Technical Career Academy) will be considered for renewal during the spring of 2017. The purpose of the site visit is to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

Evaluation of Idaho College and Career Readiness Academy is based on the school's performance relative to 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the PCSC as a condition of charter authorization. These additional requirements are described in the performance certificate and framework.

In order to evaluate the school's performance, the site evaluators applied a rubric (developed by PCSC staff based on national best practices) to assess Idaho College and Career Readiness Academy. Indicators were established to provide more specificity regarding quality expectations. Using the descriptions, the evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the expectations. Each rating was based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

The school has been provided with a copy of this report and may respond with clarifications of any data inaccuracies by December 15, 2016.



## INTRODUCTION

Idaho College and Career Readiness Academy (IDCCRA) is a statewide virtual public charter school intended to provide career-technical education to high school students. The charter states that IDCCRA students will participate in one of four career-technical pathways (manufacturing, web design, business and marketing, or health) and be equipped with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the workforce. IDCCRA anticipated that its student body would include geographically dispersed students who were academically deficient, at-risk, and underserved.

The charter includes the following commitments:

- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for IDCCRA was approved by the PCSC in October 2013, contingent upon additional revisions to bring the document up to the established standard. Petition approval became final in November 2013, at which time all revisions were either completed satisfactorily or irrelevant under the circumstances of approval. The school opened in fall 2014.

## MISSION

IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

**MISSION AND KEY DESIGN ELEMENTS**

**Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?**

**Rating:** Approaches

**Evidence:** Interviews with Administration, Board, and Staff

**Detail:** The administrative team, board and teachers understand the mission of the school as an online career technical high school. The school is working toward implementation of its mission; however, representatives explained that they offer only two approved CTE programs, Business and Marketing and Web Development.

The school is built on four commitments:

- Students will be proficient in core academic areas
- Students will achieve career-technical occupational proficiency based on industry standards
- The school will provide online instruction in core and technical areas, and
- Students will achieve academic growth as necessary to reach proficiency, and the school will provide instructional supports.

During the course of the visit, stakeholders mentioned each of the commitments. However, there was a sense that the board and administrative team are more concerned about growing a new program in agriculture rather than focusing on and ensuring that the four pathways described in the charter are being implemented. There was discussion of attempting to gain certification for the health care program, but no discussion of pursuing the manufacturing pathway due to lack of student interest. Although there was a graduation this past spring, no students have earned technical certificates, which is the central focus the charter.

**To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?**

**Rating:** Approaches

**Evidence:** Interviews with Administration, Board, and Staff

**Detail:** IDCCRA has implemented an advisory program for its students. Each student has an advisor who is tasked with helping to improve academic outcomes and provide students with an adult with whom he or she can connect, beyond his or her regular teachers. The advisor is not meant to take the place of the content teachers. However, it seemed that the advisory teachers may have more contact with students than the content teachers.

Within the current school year, IDCCRA implemented a FAST team to assist struggling students. Students qualify for FAST when they stop meeting their academic obligations, perhaps failing to log in for required lessons and/or failing to complete assignments. The FAST team offers different levels of academic/ study skills support.

Other instructional practices directed toward struggling students included requiring students to participate in an additional, live session of a course or watch an archived classroom session. Students who fall behind or who are not meeting expectations are required to attend a second live session during the week. The teachers indicated that each course has differentiation built into the course. Dependent upon how the student scores on a pre-assessment, the teacher will provide the student with one of two paths to work through the curriculum.

**PROGRAM DELIVERY: CURRICULUM****Does the school's curriculum provide the opportunity for academic success for all students?****Rating:** Approaches**Evidence:** Interviews with Administration, Staff

**Detail:** The school is utilizing curricular materials that are purchased through a provider. There was no evidence of a scope and sequence document per se, other than the ability for students to progress through the different units / lessons before moving to the next course in the assigned program of study.

The curriculum is set and teachers indicated that differentiation takes place through the curriculum itself, because there are two different levels for each course. Students take a pre-test at the beginning of each course to determine their skill levels. Teachers and the administrator mentioned that the purchased curriculum is going through an alignment to the Idaho Standards. This alignment will be completed in 4 to 5 years. However, the teachers are allowed to add materials for students in an enhanced mode, as well as exempt assignments. Teachers mentioned that they remove items (i.e. lessons, assignments, assessments, etc.) from the curriculum when they know they will not have time to teach the information. Teachers can replace what they remove with other items. The concern here is that there was no mention of oversight from the administration to ensure that standards are being met with the removal and addition of items.

The curriculum shown was all at the same reading level and would be difficult for low learners to access.

**Does the school provide clear, appropriate, and skilled delivery of curriculum content?****Rating:** Approaches**Evidence:** Interviews with Administration, Staff

**Detail:** Teachers deliver lessons aligned to clear objectives outlined in the K12 curriculum. In addition, teachers have the opportunity to further articulate the objectives through their announcements, live sessions and feedback. Stakeholders do not appear to be focusing on academic language across the curriculum, which is important for success on the ISAT and in academics more broadly. The teachers indicated that did what they needed to do to help students through the courses. There was evidence of appropriate digital supports via live lessons and tutor sessions. The students have access to an advisor as well as their teacher. However, the teachers indicated that the advisors are not always equipped with the content knowledge to assist students with course content issues.

**Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?**

**Rating:** Does not meet

**Evidence:** Interviews with Administration, Staff

**Detail:** There is no clear feedback loop for revising the curriculum. When discussing assessments, stakeholders mentioned that the ISAT helps to illuminate student knowledge in specific content areas. Teachers also mentioned that each course had a pre-assessment to gauge what a student knows at the beginning of the course. Regarding curriculum, the teachers indicated that they work with the administrator to provide feedback. They also indicated that the principal is the instructional leader of the school and the individual to whom they provide feedback on courses. When asked about how curriculum is adjusted to meet the needs of individual students, the administrator provided the evaluators with an “Academic Outline” sheet. The “Academic Outline” showed that IDCCRA employs formative and summative assessments, but there was no indication of what modification takes place for the individual student, particularly those who are struggling academically. There is generally only one teacher in each content area, which does not allow for adequate collaboration or feedback between the teachers to evaluate content and curriculum concerns.

**Does the school effectively provide opportunities for student engagement?**

**Rating:** Approaches

**Evidence:** Interviews with Administration, Staff

**Detail:** Teachers interact with students throughout the course in the learning management system (LMS), and students are provided an opportunity to master the curriculum. The teachers provide feedback to students throughout the course in different modalities (written and verbal), providing them input on their work and what needs improvement. Teachers also offer office hours during which students are able to meet with them, virtually, for additional tutoring assistance. Students are required to attend or watch an archived “live lesson” each week. The teachers indicated that only about 50% of students attend in real time each week. It was difficult to monitor the balance of teacher to student talk, as reviewers were not shown actual discussion boards or a feedback loop between the teacher and students. The archived “live session” reviewers viewed mainly showed teacher talk with some student interaction and activities.

**PROGRAM DELIVERY: INSTRUCTION****Does the school recruit, support, and retain highly effective staff?****Rating:** Meets**Evidence:** Interviews with Administration, Board, and Staff

**Detail:** There is high teacher retention at IDCCRA, as evidenced by less than 15% turnover of staff. The administration has remained constant since the school has opened. It appeared that there was thoughtful hiring of the current staff. The staff members interviewed were able to articulate the mission of the school. Staff members are evaluated informally in the fall and spring, with a summative evaluation in the spring. Teachers indicated that they set goals for themselves and share these goals with the administrator. Evaluation includes watching an archived lesson and discussing whether goals have been met. Additional support is available from an instructional coach, who provides feedback only to teachers, not to the administration.

**Does the school have strong instructional leadership?****Rating:** Does not meet**Evidence:** Interviews with Administration, Board, and Staff

**Detail:** It appears that the administrative team is spending more time attempting to get their programs approved by CTE and adding new programs than on ensuring current programs of study are effective. This pursuit seems to take precedence over focusing on current school operations. The administrative team has been traveling the state looking for districts that will send students to their programs. The Board was also focused on adding additional programs of study, rather than addressing the immediate needs of the school.

One member of the administrative team analyzes student academic progress and attempts go deeper into the data, but is still working on refining this process. There was no evidence that the administrative team is involved in how the curriculum is delivered or monitored. The evaluation of teachers could be improved. As required by the SDE, the administrator should provide a rubric aligned to Danielson so that teachers are aware of the standards against which they are being evaluated. The administrator does not presently sit in on “live sessions” to evaluate teachers on their interactions.

**Does the school have leadership sustainability?**

This indicator was not rated and does not represent an area of concern.

**Does the school offer professional development that supports the school's goals and the needs of individuals?**

**Rating:** Approaches

**Evidence:** Interviews with Administration, Staff

**Detail:** Teachers have access to professional development throughout the school year. K12 delivers the bulk of the PD. K12 professional development is required and covers curriculum, use of the LMS, and activities related to IEPs. The teachers indicated that the school provides professional development in August, January, and one additional time in the spring. The school-led portion of the professional development program emphasizes data driven instruction, interventions, and use of a professional learning community. In addition, there are weekly faculty meetings. It was unclear if the professional development activities were directly related to the school mission, or if evaluation of the PD's effectiveness takes place.

**PROGRAM DELIVERY: ASSESSMENT AND EVALUATION**

**Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?**

**Rating:** Does not meet

**Evidence:** Interviews with Administration, Staff

**Detail:** The school enrolls a small percentage of students that are on IEPs, but no students that are on ELPs. There was no indication that teachers meet with administrative team members to review IEPs or interventions. The special education teacher helps with accommodations to ensure that teachers are putting these in place for students. There was high-level discussion of Response to Intervention in order to meet the needs of students, but no clear documentation of how this is accomplished. RTI seems to be emerging for IDCCRA.

**Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?**

**Rating:** Does not meet

**Evidence:** Interviews with Administration, Staff

**Detail:** The administrative team collects data points from each class, including attendance in live sessions, student course activity, and the percentage of students passing each course. There was also mention of the use of formative assessments that would provide a pulse check throughout the course; but there was no solid data on what those formative assessments were, other than unit exams. The administrative team discussed wanting to go deeper into the ISAT data to provide teachers with precise student level data that illuminated strengths and weaknesses in particular skill areas, but it does not appear that this is currently occurring. The teachers discussed looking at the course data to help them prepare for their calls to students.

**Does the school promote a culture of high expectations that is safe, respectful, and supportive?**

This indicator was not rated and does not represent an area of concern.



**ACCESS AND EQUITY****Does the school offer adequate support for special populations?**

This indicator was not rated and does not represent an area of concern.

**Does the school address and support the needs of English Language Learners (ELLs)?**

This indicator was not rated and does not represent an area of concern.

**Does the school demonstrate an adequate demographic representation of the surrounding district(s)?**

This indicator was not rated and does not represent an area of concern.

**Does the school have a strong, steady retention rate for students?**

**Rating:** Approaches

**Evidence:** Interviews with Administration, Board  
Student Retention Form

**Detail:** IDCCRA has a lower than expected return rate for students. School representatives indicated that the school attract a different type of student than they originally thought would enroll. However, they feel as if they are making a difference for students who stay enrolled because student efforts may lead to a technical certificate. They feel as if their consistently-low enrollment will surge in January when students begin leaving their brick and mortar schools and turning to options. The administration and teachers appeared genuine in their discussions of marketing to increase enrollment. They are talking to school districts to encourage them to enroll their students in IDCCRA's single-course offerings.

**ORGANIZATIONAL CAPACITY**

**Does the school create and sustain a well-functioning organizational structure and professional working climate for all staff?**

This indicator was not rated and does not represent an area of concern.

**Are there effective communication channels between stakeholders?**

**Rating:** Meets

**Evidence:** Interviews with Administration, Board

**Detail:** The leadership appears to meet regularly with the board. The main administrator mentioned that he meets one-on-one with board members between regularly scheduled board meetings. The board meeting minutes are very vague and it was difficult to determine the context and outcomes of board meetings. No evidence was examined regarding delineation of roles and responsibilities.

**Does the school have procedures in place to facilitate parental involvement?**

This indicator was not rated and does not represent an area of concern.

**Does the school facility support high quality teaching and learning?**

This indicator was not rated and does not represent an area of concern.

**Are health, safety, and accessibility standards being met and is documentation being kept current?**

This indicator was not rated and does not represent an area of concern.

**GOVERNANCE**

**Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?**

**Rating:** Does not meet

**Evidence:** Interviews with Administration, Board  
Meeting Minutes

**Detail:** It appears that the school complies with open meeting laws. While the school provided meeting minutes for the evaluator's review, there is a concern about the lack of detail in the recorded minutes, which only list the topics discussed. Therefore, the minutes do not explain how the board made decisions, based on what information, or the outcomes that resulted from these decisions. There was also no indication or evidence of board meeting systems and structures. The board members indicated that they receive about 75 pages of material in advance of the board meetings.

**Does the board have policies in place that establish standards for overall management of the school?**

This indicator was not rated and does not represent an area of concern.

**Does the board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?**

**Rating:** Approaches

**Evidence:** Interview with Board

**Detail:** For the most part, the board appears to maintain a governance role; however, there does appear to be some crossover into management responsibilities. The board mentioned that they are trying to stay out of the management role, especially as the school grows. The board is focused on financials as well as adding additional programs of study. This raises a concern, as the board does not appear to be pushing the Administration to ensure that the current programs of study are approved through the Division of CTE.

The board was not knowledgeable about how the school reports to ISEE and receives funding. When asked how the school would report student enrollment from surrounding school districts (particularly single-course enrollment), the board stated that this was a question for the administration, not the board. It does not appear the board has undergone sufficient professional development to meet state requirements.

**Has the school's board developed a strategic plan?****Rating:** Does not meet**Evidence:** Interview with Board  
Strategic Plan**Detail:** The school shared a strategic plan with the reviewers. It was unclear who was involved in the strategic plan development process. It was apparent that the board had created a document over which they maintain ownership, but there was no mention of stakeholder involvement. Only the board and administration appeared to have worked on the plan.**Does the school's board provide appropriate academic oversight?****Rating:** Approaches**Evidence:** Interviews with Board, Staff**Detail:** It was unclear whether board decisions are driven by student performance data. The board mentioned that they have students not only geographically dispersed, but also academically dispersed. One board member also stated that their student body was not “normal,” as many students come to them with deficiencies. They mentioned that these issues make it a challenge to connect with students. The board explained that they look at student achievement data at the board meetings, when it is available. Board members believe students are going deeper in their course work and not just “dabbling” in their areas of interest. However, despite all of this information, the board still was not clear on student academic goals and achievement.

There appears also to be a disconnect between the board and actual practice regarding class sizes. The board indicated that average class size is around 15. However, teachers explained that some of their classes have approximately 80 students, particularly in the required pathways courses. The board mentioned that they leave resource allocation up to the administration but expect that as the school grows, they will be able to add teachers.

**Does the school's board provide appropriate operational oversight?**

This indicator was not rated and does not represent an area of concern.

**GOVERNANCE: FINANCIAL**

The Governance: Financial indicators were not rated and do not represent areas of concern.

## Idaho PCSC Site Visit Evaluation Rubric

*Please Note: This rubric contains a wide range of indicators based upon best practices nationwide. This rubric is designed to apply to most school models, but in the case of unique programs, it may be tailored slightly to better evaluate those programs.*

<b><u>Mission and Key Design Elements</u></b>				
<b>Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?</b>				
Indicators: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding mission and key design elements.	Approaches: The school presents a material concern in one of the indicators regarding mission and key design elements.	Does not meet: The school presents a material concern in more than one of the indicators regarding mission and key design elements.
Notes:				
<b>To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?</b>				
Indicators: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding distinctive instructional practices.	Approaches: The school presents a material concern in one of the indicators regarding distinctive educational practices.	Does not meet: The school presents a material concern in more than one of the indicators regarding distinctive educational practices.
Notes:				

PCSC Site Visit Evaluation Rubric

**Program Delivery: Curriculum**

**Does the school's curriculum provide the opportunity for academic success for all students?**

Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum.	Approaches: The school presents a material concern in one of the indicators regarding curriculum.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.
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Notes:

**Does the school provide clear, appropriate, and skilled delivery of curriculum content?**

Indicators: Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Lesson objectives are clearly communicated to students with connections made to the larger rationale and prior knowledge. Lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. Teachers ensure all students' active and appropriate use of academic language. Lesson plans and instructions promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding delivery of curriculum content.	Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.	Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.
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Notes:

PCSC Site Visit Evaluation Rubric

<b>Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?</b>				
Indicators: The school utilizes multiple, grade-level appropriate assessments chosen based on research and the needs of the student population. There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. There is a benchmarking system in place to adjust strategies and curriculum when appropriate. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				
<b>Does the school effectively provide opportunities for student engagement?</b>				
Indicators: Questioning techniques consistently promote the equitable involvement of all students. Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students progress towards mastery. The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student engagement.	Approaches: The school presents a material concern in one of the indicators regarding student engagement.	Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.
Notes:				



**Program Delivery: Instruction****Does the school recruit, support, and retain highly effective staff?**

Indicators: The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. The school hires staff who can effectively implement the mission of the school. The school has developed and implemented policies regarding supports for staff. The school has developed and implemented policies and procedures for evaluation of staff. Teacher turnover is less than 15% each year. The school has clear procedures and criteria around dismissal that include opportunity for improvement.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding highly effective staff.

Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.

Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.

Notes:

**Does the school have strong instructional leadership?**

Indicators: The school leader ensures a focus on student learning and achievement in alignment with the school's mission. The school leader ensures that curriculum is reviewed and modified and that the delivery of the curriculum is monitored. The school leader ensures that relevant qualitative and quantitative data is collected and analyzed. The school leader ensures that the school plan for improvement is implemented. The school leader ensures that teachers and staff are regularly and systematically evaluated.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding strong instructional leadership.

Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.

Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.

Notes:

# PCSC Site Visit Evaluation Rubric

<b>Does the school have leadership sustainability?</b>				
Indicators: The school has leadership team job descriptions that include clear job responsibilities and qualifications. There is a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition. There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding leadership sustainability.	Approaches: The school presents a material concern in one of the indicators regarding leadership sustainability.	Does not meet: The school presents a material concern in more than one of the indicators regarding leadership sustainability.
Notes:				
<b>Does the school offer professional development that supports the schools goals and the needs of individuals?</b>				
Indicators: Professional development (PD) is differentiated based on teacher experience, need, and content area. The school has established annual PD goals and priorities aligned with the mission, values, and goals of the school. Professional development activities are interrelated with classroom practice. The school regularly evaluates the effectiveness of PD.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding professional development.	Approaches: The school presents a material concern in one of the indicators regarding professional development.	Does not meet: The school presents a material concern in more than one of the indicators regarding professional development.
Notes:				

### Program Delivery: Assessment and Evaluation

**Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?**

Indicators: The school uses clear procedures for identifying diverse learners and has adequate intervention programs for such students. The school adequately monitors the progress and success of all students, including diverse learners. Teachers are aware of their student's progress, including meeting IEP goals, achieving English proficiency or school-based goals for struggling students.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding the academic program.

Approaches: The school presents a material concern in one of the indicators regarding the academic program.

Does not meet: The school presents a material concern in more than one of the indicators regarding the academic program.

Notes:

**Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?**

Indicators: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas of improvement. Assessment data is available to teachers, school leaders, and board members.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding adequate assessment systems.

Approaches: The school presents a material concern in one of the indicators regarding adequate assessment systems.

Does not meet: The school presents a material concern in more than one of the indicators regarding adequate assessment systems.

Notes:

**Does the school promote a culture of high expectations and is safe, respectful, and supportive?**

Indicators: The school's behavior and safety policies are documented and shared with all stakeholders. All stakeholders in the school share a common set of expectations for student behavior. Classroom routines are established and implemented. The classroom environment is conducive to learning.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding school culture.

Approaches: The school presents a material concern in one of the indicators regarding school culture.

Does not meet: The school presents a material concern in more than one of the indicators regarding school culture.

Notes:

PCSC Site Visit Evaluation Rubric

**Access and Equity**

**Does the school offer adequate support for special populations?**

Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding support for special populations.	Approaches: The school presents a material concern in one of the indicators regarding support for special populations.	Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.
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Notes:

**Does the school address and support the needs of English Language Learners (ELLs)?**

Indicators: Observed instruction explicitly addresses academic language and vocabulary, builds on background knowledge, and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers use various strategies and supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for varying language levels through intentional grouping adapted materials/tasks and/or the use of supports. There are opportunities for student interactions and student talk throughout the lesson.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding English Language Learners.	Approaches: The school presents a material concern in one of the indicators regarding English Language Learners.	Does not meet: The school presents a material concern in more than one of the indicators regarding English Language Learners.
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Notes:

**Does the school demonstrate an adequate demographic representation of the surrounding district(s)?**

Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding demographic representation.	Approaches: The school presents a material concern in one of the indicators regarding demographic representation.	Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.
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Notes:

PCSC Site Visit Evaluation Rubric

Does the school have a strong, steady retention rate for students?				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

PCSC Site Visit Evaluation Rubric

**Organizational Capacity**

**Does the school create and sustain a well functioning organizational structure and professional working climate for all staff?**

Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication among all members of the school community. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for professional development and regular and frequent collaboration.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding organizational structure.	Approaches: The school presents a material concern in one of the indicators regarding organizational structure.	Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.
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Notes:

**Are there effective communication channels between stakeholders?**

Indicators: Decision makers follow a defined process and structure inclusive of stakeholder voice and perspective. The leadership team meets regularly with the Board. Two-way communication mechanisms are established between parents and the school. If contracting with an ESP, the Board effectively communicates with the ESP to ensure it receives value in exchange for contracts.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding communication channels.	Approaches: The school presents a material concern in one of the indicators regarding communication channels.	Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.
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Notes:

**Does the school have procedures in place to facilitate parental involvement?**

Indicators: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information. The school has a clear process to act upon parental feedback to drive school improvement.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding parental involvement.	Approaches: The school presents a material concern in one of the indicators regarding parental involvement.	Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.
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Notes:

PCSC Site Visit Evaluation Rubric

<b>Does the school facility support high quality teaching and learning?</b>				
Indicators: The classrooms and facility are appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding school facility.	Approaches: The school presents a material concern in one of the indicators regarding school facility.	Does not meet: The school presents a material concern in more than one of the indicators regarding school facility.
Notes:				
<b>Are health, safety, and accessibility standards being met and is documentation being kept current?</b>				
Indicators: The school facility is well maintained. Any necessary maintenance is up to date and complete. Regularly scheduled reports, inspections, and monitoring procedures have been completed on-time. The school has documentation supporting that health, safety, and accessibility standards have been met. All documentation related to above standards is available for review on-site.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding health and safety compliance.	Approaches: The school presents a material concern in one of the indicators regarding health and safety compliance.	Does not meet: The school presents a material concern in more than one of the indicators regarding health and safety compliance.
Notes:				

PCSC Site Visit Evaluation Rubric

**Governance**

**Do members of the school's Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?**

Indicators: School board members follow all requirements of Idaho's Open Meeting Law. The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding appropriate governance.	Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.	Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.
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Notes:

**Does the Board have policies in place that establish standards for overall management of the school?**

Indicators: The Board approves appropriate school policies to ensure compliance with all legal requirements. Decisions are made in alignment with policies. The Board has all required officers in place and is actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies/ procedures, and governance processes. The Board operates in compliance with all bylaws.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board systems and structures.	Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.	Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.
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Notes:

**Does the Board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?**

Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clear policy and procedure for recruiting, selecting, and onboarding new board members.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board mission and vision.	Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.	Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.
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Notes:



PCSC Site Visit Evaluation Rubric

<b>Has the school's Board developed a strategic plan?</b>				
Indicators: The Board regularly engages in strategic planning to influence the school's short and long-term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strategic planning.	Approaches: The school presents a material concern in one of the indicators regarding strategic planning.	Does not meet: The school presents a material concern in more than one of the indicators regarding strategic planning.
Notes:				
<b>Does the school's Board provide appropriate academic oversight?</b>				
Indicators: The Board has members with expertise in K-12 education, and all board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with authorizer expectation and the performance certificate and regularly monitors progress towards these goals. Decision making, including around resource allocation and human resources, is driven by student performance data.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board academic oversight.	Approaches: The school presents a material concern in one of the indicators regarding board academic oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board academic oversight.
Notes:				
<b>Does the school's Board provide appropriate operational oversight?</b>				
Indicators: The Board has expertise in school operations. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board evaluates the school leader on at least an annual basis. The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management or partner organization fails to meet expectations.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board operational oversight.	Approaches: The school presents a material concern in one of the indicators regarding board operational oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board operational oversight.
Notes:				

PCSC Site Visit Evaluation Rubric

**Governance: Financial**

**Does the school's Board provide appropriate financial oversight?**

Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.

Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.

Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.

Notes:

**Does the school maintain appropriate internal controls and procedures?**

Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.

Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.

Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.

Notes:

**PCSC Site Visit Evaluation Rubric**

<b>Does the school maintain adequate financial resources to ensure stable operations?</b>				
Indicators: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding financial resources.	Approaches: The school presents a material concern in one of the indicators regarding financial resources.	Does not meet: The school presents a material concern in more than one of the indicators regarding financial resources.
Notes:				
<b>Is the school demonstrating strong short and long-term fiscal viability?</b>				
Indicators: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding fiscal viability.	Approaches: The school presents a material concern in one of the indicators regarding fiscal viability.	Does not meet: The school presents a material concern in more than one of the indicators regarding fiscal viability.
Notes:				
<b>Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?</b>				
Indicators: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions. The school routinely analyzes budget variances, the Board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding a long-range financial plan.	Approaches: The school presents a material concern in one of the indicators regarding a long-range financial plan.	Does not meet: The school presents a material concern in more than one of the indicators regarding a long-range financial plan.
Notes:				

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12th day of December, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho College and Career Readiness Academy, Incorporated (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on October 10, 2013, the Authorizer approved a charter petition for the establishment of the School;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2014. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of December 12, 2013, and shall continue through June 30, 2017, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

## SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.
- B. Grades Served.** The School may serve students in grade 9 through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Provide academic core curriculum aligned to state standards
  - Provide a sequence of instruction in career-technical pathways
    - A pathway is a three-year sequence of focused coursework in a particular career cluster
    - All students will be continually enrolled in career technical coursework
  - Place each student with an advisory teacher
  - Foster industry involvement

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section

of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be unlimited. The maximum number of students who may be enrolled per class/grade level shall be unlimited. Enrollment of new students will conclude on February 15<sup>th</sup> of each school year. Students who are not enrolled as of February 15<sup>th</sup> will be eligible to enroll for the following school year.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend

using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

**D. School Facilities.** 1695 S. Eagle Road, Suite 150, Meridian, ID. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows: State of Idaho.

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

**G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

**A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

**B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

**C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

**D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.



## SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## SECTION 8: MISCELLANEOUS

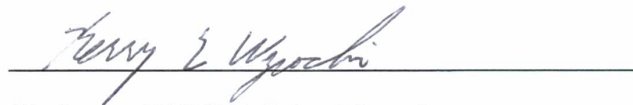
- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective December 12, 2013.



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**Chairman, Idaho Public Charter School Commission**



\_\_\_\_\_  
**Chairman, IDCCRA School Board**

## **Appendix B: Charter**

# Idaho College and Career Readiness Academy

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School Opening – 2014

Attendance Area:     Statewide

Physical Location:   Meridian, Idaho

Initially Submitted to the Idaho Public Charter School Commission on July 25<sup>th</sup>, 2013

Contingent Approval Received on October 10<sup>th</sup>, 2013

Final Approval Confirmed on November 25<sup>th</sup>, 2013

IDCCRA Authorized Representative:

Monti Pittman  
6200 N. Meeker Place  
Boise, ID 83713  
Phone: 208-570-3416

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# **Tab 1**

## **Vision, Mission, Legal Status**

## **Mission**

IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

## **Vision**

To create a virtual career-technical education charter school which will provide an appropriately sequenced curriculum that will equip the student with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the work force.

The school's focus on career-technical education will:

- Provide an alternative to academic virtual schools
- Provide career pathways to students who are:
  - Geographically Dispersed
  - Academically Deficient
  - At Risk and Underserved
- Provide Idaho industries with educated and employment ready individuals.

## **Goals**

- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

The goals were listed here for convenience, but are also listed in Tab 3 where required.

## **Executive Summary**

Essential to any successful society is an educated and trained workforce. Within the U.S. however, there is growing evidence of a "skills gap" in which many young adults lack the skills needed for high demand, high skilled, and high wage jobs. Economic reports estimate that about half of the jobs that will be available in the coming years will require technical education and training. Most of these skills can be obtained with advance technical courses in high school or technical certificates or two year degrees from technical colleges.

In order to meet the labor needs of Idaho business and industries, the Idaho College and Career Readiness Academy (IDCCRA) board intends to create a quality virtual charter school that uses technology to connect academically at risk, underserved, or geographically dispersed students in Idaho in a 21<sup>st</sup> century learning community focused on academic and technical results. The IDCCRA team of highly qualified staff, in collaborating with parents and business and industry representatives, will strive for student mastery of a rigorous, research-based curriculum aligned to Idaho academic and technical standards. This unique program will put public school

**November 25, 2013**

accountability, teacher competence, and meaningful parent/adult involvement at the center of student learning.

IDCCRA will provide a high-quality, innovative, and effective individualized virtual charter school education to students who, for a variety of reasons, choose to be, or must be, educated in a virtual school setting.

IDCCRA course offerings will allow students to explore and focus on occupations of interest. These programs will have the capacity to enrich a student's educational experience while maximizing their ability to be successful within the community and work force. Successful completion of these courses will:

- Provide students the foundation to be successful in pursuing post-secondary occupational certifications
- Provide the career and technical skills required to be marketable in Idaho business and Industry
- Provide work skills required to be successful on the job.

To guide students towards academic success, IDCCRA will require all students to attend an enrollment meeting that will include the creation of an Individualized Learning Plan (ILP). Through development of the ILP and counseling, students will create a path towards graduation and post-secondary or career options.

Hurst, Dustin. "Idaho businessmen warn of looming worker shortage." *IdahoReporter.com*. 26 Jan. 2010. Web. 5 Sept. 2013. <http://www.idahoreporter.com/2010/Idaho-businessmen-warn-of-looming-worker-shortage/>

NewsUSA. "Tradesman Shortage Looms." *NewsUSA@NewsUSA.com*. 7 Aug. 2013. Web. 5 Sept. 2013. [http://www.idahostatejournal.com/vac/business\\_and\\_careers/article\\_24d7a690-1a45-54ff-a439-4eeef1230345.html](http://www.idahostatejournal.com/vac/business_and_careers/article_24d7a690-1a45-54ff-a439-4eeef1230345.html)

J.A. and Kathryn Albertson Foundation. "Skills Gap Data and Reports" Jan. 2012. Web. 5 Sept. 2013. <http://www.jkaf.org/pdfs/JKAF-Skills-Gap-Data-Full-Packet.pdf>

### **Legal Status – Idaho Code 33-5204(1)**

Idaho College and Career Readiness Academy has incorporated as a nonprofit corporation.

- See Appendix 1 for Articles of Incorporation.
- See Appendix 2 for Bylaws.

# **Tab 2**

## **Proposed Operations**

### **Location and Specific Attendance Area – Idaho Code 33-5205(3)(j)**

The attendance boundaries will be restricted to students residing in the State of Idaho. Students from all areas of Idaho may enroll into IDCCRA.

The projected enrollment for fall 2014 will be 200 students from around Idaho in grades 9 – 12. There is no specific distribution target anticipated between grades 9, 10, 11, and 12. Based on the model we are proposing, students from any high school grade can start at IDCCRA and be successful.

So far, outreach activities articulated in Appendix 13 have been deployed. As a result of face to face and virtual presentations, 20 families have responded with an interest in attending IDCCRA. IDCCRA will continue to expand its list of interested families. Once the Charter is approved, we will activate the strategies outlined in the marketing plan in Tab 8, and fully anticipate enrolling between 200 and 250 students for the fall 2014 semester.

### **Proposed Operation and Potential Effects of the School – Idaho Code 33-5205(5)**

#### **Proposed Operations**

IDCCRA is an Idaho non-profit organization governed by a Board of Directors pursuant to its Articles of Incorporation and Bylaws. More detail on the Governance of IDCCRA is found in Tab 5.

IDCCRA will be a statewide virtual charter school with the administrative offices located in Meridian, Idaho. The anticipated student enrollment is 200 students with a demographic representative of the students around the state.

IDCCRA intends to partner with K12 Inc. (K12) as an Education Service Provider (ESP) for the day-to-day operations of the school. K12 will provide curriculum, technology and management services pursuant to a master services agreement. K12 is a national leader in delivering virtual education products and services that benefit students in a variety of educational environments—including over 128,000 students in virtual programs in 33 states and the District of Columbia in the 2013-2014 school year. K12 is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and NWAC. K12 is the largest national K-12 online school provider to be recognized by AdvancED. More detail on the relationship with K12 as the ESP is found in the Administrative Services section below and in Tab 10.

#### **Potential Effects**

We are aware that opening IDCCRA will have an impact on districts statewide, but this impact will be minimal. According to the Idaho State Department of Education (SDE) 2012-2013 Enrollment Summary, there were 83,611 students in the 9th – 12th grade in Idaho. The proposed enrollment for IDCCRA is 200 students in the first year which would result in a .24% reduction in school districts around Idaho. With the potential for home school student attendance, or students that have dropped out choosing to return to school, the potential impact could even be lower than one quarter percent. See Appendix 18 for a copy of the SDE FY2013 Enrollment Summary.

#### **Facilities**

IDCCRA plans to lease and if necessary, renovate an existing office space in the Treasure Valley area for the school's administrative offices. IDCCRA has received authorization to sublease space from Idaho Virtual Academy (IDVA) in the El Dorado Business Campus in

Meridian Idaho. The address is 1695 S. Eagle Road, Suite 150. The proposed cost for Year 1 operations is \$60,000. The proposed facilities provide the space necessary. The current project coordinator occupies an office at this location and extra offices are available if needed. As a lessee, IDCCRA will ensure that the property owner/management company provides current Building Certificate of Occupancy, ADA accessibility, and Fire Inspection reports. The Building Certificate of Occupancy and the Fire inspection reports are included in Appendix IDCCRA will ensure that all facilities are in compliance with requisite codes, health, accessibility, and safety laws.

Additional facility options include:

- The Grenada Square Building – 2264 S. Bonito Way, Meridian. Up to 12,000 Sq. Ft. available to be built out to specification. Estimate in the Facilities Detail form in the Appendix is for 3000 Sq. Ft.
- The Jewel Building – 7447 W. Emerald Street, Boise. Up to 8,000 Sq. Ft. available to be built out to specification. Estimate in the Facilities Detail form in the Appendix is for 3000 Sq. Ft.

See Appendix 10 for specific facilities options.

#### **Administrative Services**

Per the K12 Inc. Services Agreement – ‘Section 3.2. Oversight of K12. The Board shall be responsible for monitoring K12’s performance under, and in compliance with, the terms of this Agreement in accordance with Applicable Law. Accordingly, the Board shall be responsible for overseeing the School’s quality, operational and financial performance and for working with the Charter Authorizer as required. K12 shall reasonably cooperate with such monitoring and oversight.” (Appendix 6) The IDCCRA Board will evaluate the services provided by K12 annually utilizing the Service Provider Evaluation Tool found in Appendix 6.

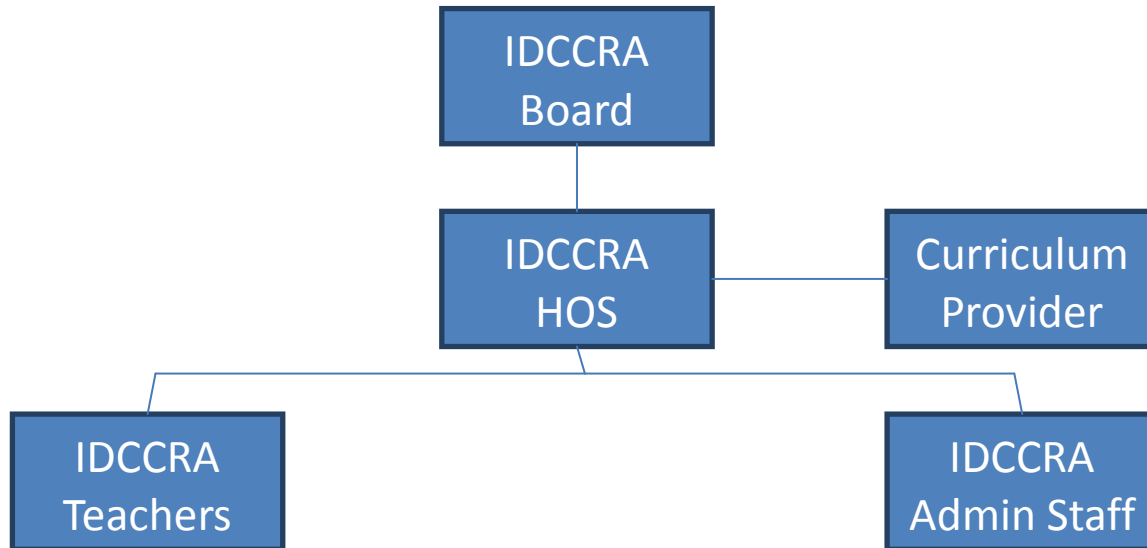
Under the supervision of the IDCCRA Board of Directors, per the K12 Inc. services agreement (Appendix 6), the principal day-to-day management of all academic, operation, and management issues will be assigned to the Head of School (“HOS”) who will be assisted by administrative staff. The Head of School will be responsible for IDCCRA operations, will oversee the staff that will manage the school, and will handle the academic and supervisory issues. The Head of School will be an experienced leader with demonstrated expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. The Head of School will supervise an administrative staff that will be structured based on the school’s education program and projected enrollment.

The HOS will make the hiring decisions with the final approval of the board. The remaining employees; Operations Manager, Teachers, Counselors, Registrar, and Administrative assistant will all be Board employees.

The Business Management, HR, Special Education Supervision, and Technology Services will be provided by K12.

Additional narrative on roles and responsibilities is covered in Tab 5.

An organizational chart indicating the employment and supervisory relationship follows:



### **Civil Liability Insurance**

IDCCRA is organized and managed under the Idaho Non-Profit Corporation Act. We agree to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts. We will follow all rules and regulations regarding Idaho code 33-5204 (4)

IDCCRA will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors and officers' liability in the annual budget. Errors and omissions insurance shall be secured as well.

IDCCRA is working with an insurance broker to secure property and liability insurance and has received preliminary information and pricing. Please see Appendix 6 for a brochure and pricing sheet.

The authorized chartering entity has no liability for the acts or omissions of IDCCRA or the corporation.

# **Tab 3**

## **Educational Program and School Goals**



**An “Educated Person” in the 21st century – Idaho Code 33-5205(3)(a)**

IDCCRA’s intent is to provide students the opportunity to obtain academic and career skills needed to be successful in post-secondary and career endeavors. The skill requirements for today’s workforce have changed. As many as half of the forecasted jobs in Idaho do not require a 4-year college degree; rather, they require technical skills as much as they require academic skills. Students need an opportunity to be immersed in a quality education that is not only effective in teaching academic skills, but that teaches the work skills that a student will need to take advantage of the occupations that are going to be available in the job market. Students will gain the academic knowledge and Career-Technical skills necessary to be eligible for post-secondary success and/or necessary to be a contributing citizen of Idaho. Students attending IDCCRA will be academically proficient in the core subject areas, and will also demonstrate workforce readiness skills as measured by pass rates on the end of program technical skills assessment. Students exposure to an occupational way of thinking will begin preparing them to be ready to enter today’s workforce. Further, IDCCRA utilizes technology to deliver the curriculum to students, providing students with an opportunity to gain necessary technical skills for the 21<sup>st</sup> century.

**When Learning Best Occurs – Idaho Code 33-5205(3)(a)**

Learning occurs best in a variety of settings depending on the individual needs of the student. IDCCRA provides flexibility for individual learners to help create a learning environment that suits him/her best. Additionally, the curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors and advocates;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum

will be designed to accomplish the learning objectives consistent with IDCCRA's educational philosophy, mission statement, objectives, and goals.

## **Educational Program – Idaho Code 33-1612**

### **Introduction**

One of the most fundamental obligations of any society is to prepare its students and young adults to lead productive and prosperous lives. Within the U.S. economy, however, there is growing evidence of a “skills gap” in which many young adults lack the skills and work ethic needed for many jobs that pay a middle-class wage.

Type ‘Technical Skill Shortage in Idaho’ and a quick Google search returns several hits on the technical skills gap in Idaho. A recent article published on Newsusa.com and re-distributed in the Idaho State Journal and the Idaho Press Tribune speaks to the issue:

([NewsUSA.com](#)) - Most Americans know the U.S. job market is improving. They may not realize, however, that there is a critical need for skilled tradesmen. America doesn't have a jobs shortage. America has a [skills shortage](#).

For the fourth year in a row, the workforce solutions company ManpowerGroup reports that skilled trades remain the most difficult jobs to fill in the U.S. According to the employers who participated in Manpower's Talent Shortage Survey, the primary reason companies are unable to fill open positions is a lack of technical and trades skills. Yet the demand for skilled trade positions continues to grow.

A recent J. A. and Kathryn Albertson report speaks to The Georgetown Center projection that of an upcoming 14 million job openings, nearly half will go to workers with associate's degrees or occupational certification. While many of these occupations may not be as prestigious as those filled by B.A. holders, they pay a significant premium over many jobs open to those with just a high school diploma, and more surprisingly, they pay more than many of the jobs that will be held by those with bachelor's degrees. It is anticipated that if high school career focused pathways were linked to community college and four-year career majors, more students would finish high school and go on to college for a technical certification.

An article in the Idaho Reporter.com speaks to a presentation made to the House and Senate education committees by Ron Nilson, owner of Ground Force Manufacturing in Post Falls and Doug Sayer, president of Premier Technologies in Pocatello. They teamed up to speak to the need to develop professional-technical education programs in Idaho schools. They asked lawmakers to integrate professional-technical skills at every level of education to develop a more educated and capable workforce. Sayer went so far as to say “Production and manufacturing companies are facing an “Armageddon” situation if the state doesn't work to correct imbalances in the workforce.”

Nilson stated that skill heavy occupational positions are not dead end jobs. He went on to say that in his company, a student with a high school diploma and the requisite technical experience can start out at \$13.75 per hour with benefits. He said that he doesn't need four 4 year degrees as much as he needs a worker with a state-certified skill set and good work habits.

The vision of the IDCCRA board is to help fill this gap by creating a virtual high school that would provide opportunities for all students in Idaho to attend a high school that can provide the technical job skills currently available in Idaho industries. Tab 9 speaks to the rationale for a virtual school.

November 25, 2013

Hurst, Dustin. "Idaho businessmen warn of looming worker shortage." *IdahoReporter.com*. 26 Jan. 2010. Web. 5 Sept. 2013. <http://www.idahoreporter.com/2010/Idaho-businessmen-warn-of-looming-worker-shortage/>

NewsUSA. "Tradesman Shortage Looms." *NewsUSA @NewsUSA.com*. 7 Aug. 2013. Web. 5 Sept. 2013. [http://www.idahostatejournal.com/vac/business\\_and\\_careers/article\\_24d7a690-1a45-54ff-a439-4eefe1230345.html](http://www.idahostatejournal.com/vac/business_and_careers/article_24d7a690-1a45-54ff-a439-4eefe1230345.html)

J.A. and Kathryn Albertson Foundation. "Skills Gap Data and Reports" Jan. 2012. Web. 5 Sept. 2013. <http://www.jkaf.org/pdfs/JKAF-Skills-Gap-Data-Full-Packet.pdf>

## Essential Elements

IDCCRA intends to offer students a comprehensive high school program that will include academic and occupational classes. It was important to the Board to ensure that its curriculum choice was capable of engaging students of all levels, and is consistent with the vision, mission, and goals of the school. With the complexity of providing courses in a virtual environment, IDCCRA made the decision to go with K12 Inc. as its curriculum provider.

K12 Inc is a leading provider of individualized education solutions for students, and provides a proven depth of understanding that will enhance the student experience. The curriculum can be readily adapted based on student need. This will include special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It will also include special learning opportunities for accelerated, learning disabled students, and students with other disabilities. All curriculum used at IDCCRA will be aligned to the Idaho State Standards (IDSS) and the Common Core State Standards (CCSS) where applicable.

The delivery system is able to monitor and report student performance allowing for identification of student's progress toward achieving learner goals developed in the ILP (as referenced in the Executive Summary), and program area performance standards. The Essential Elements include the Core Curriculum, Career-Technical Curriculum, Advisory Teacher Contact, and Parental Involvement.

### Core Curriculum:

All students will participate in a common core of instruction that will fulfill the goals and curriculum of the Idaho State Standards (IDSS) and CCSS for English, math, science, and social studies:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Additional information on the thoroughness of the K12 curriculum can be found in Tab 9.

**Career Technical Curriculum:**

The intent of IDCCRA is to develop a school that offers students the opportunity to learn occupational skills, ultimately providing students a pathway to work or to a technical college program, upon graduation. This unique, one of a kind program in Idaho, will offer students 4 years of occupational training in an industry strand of their choice: manufacturing, information technology, business, or health.

- ***Manufacturing***

The manufacturing program mirrors the technologies of today's industries by using advanced concepts and functions in an educational environment. This program will prepare students for college and/or an industry certification, leading to advancement in a manufacturing career.

- ***Information Technology***

Information Systems Technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. A career in Information Technology is challenging and ever-changing. This program will prepare students for advance study in one of four areas; Information Support & Services, Interactive Media, Network Systems Support and Programming, and Software Development.

- ***Business***

Business management and marketing programs prepare high school students for entry into college and advancement in business, management, and marketing careers. Classroom instruction is designed to emphasize the areas of study as they relate to personal and business decision making. Students use accounting procedures and make decisions about planning, organizing, and allocating resources. They apply principles of law in personal and business settings. Students study marketing as it relates to distribution, finance, research, management, pricing, product/service management, communication, promotion, e-marketing, and entrepreneurship.

- ***Health***

With the growing need for medical professionals, the Health strand is will prepare high school students for entry into college, as well as the skills needed to perform these health careers. Idaho's six technical colleges and workforce training programs expand these options in areas such as nursing, surgical technology, dental assisting, medical assisting, emergency medicine and physical therapy.

Students will be required to take a 9 week exploratory course in each of the industry strands: manufacturing, web design, business, and health. This will not only provide students with a basic understanding of occupations in each industry strand, but will also provide the foundational skills required in each strand to move to the second year of study in their chosen industry of interest. In the second, third, and fourth year at IDCCRA, the student will take the next level course in their occupational program of choice each semester.

1. The first year introduction course will expose students to major concepts encountered in occupational programs;

2. The second year foundations course will focus on developing knowledge of research and design, problem solving, and creating solutions to various challenges;
3. The third year focus course will allow students to focus their studies on a specific area of occupational interest;
4. The fourth year capstone course further develops the student's exposure to their chosen area of occupational interest by providing the opportunity to create solutions to problems that they may encounter in industry. It is the intent of IDCCRA to develop internships for the students in their geographic location in the last semester.

**CTE Sample Program of Study**

Sample First Year Schedule		Sample Second Year Schedule	
Semester 1	Semester 2	Semester 1	Semester 2
English 1A	English 1B	English 2A	English 2B
Algebra A	Algebra B	Geometry A	Geometry B
Speech	Health	Physical Science A	Physical Science B
Earth Science A	Earth Science B	History A	History B
<b>CTE Intro Course</b>	<b>CTE Intro Course</b>	<b>CTE Foundations</b>	<b>CTE Foundations</b>
Elective	Elective	Elective	Elective

Sample Third Year Schedule		Sample Fourth Year Schedule	
Semester 1	Semester 2	Semester 1	Semester 2
English 3A	English 3B	English 4A	English 4B
Economics		Government A	Government B
Humanities	Humanities	Math	Math
Biology A	Biology B	Senior Project	
<b>CTE Focus Course</b>	<b>CTE Focus Course</b>	<b>Capstone Course</b>	<b>Capstone Course</b>
Elective	Elective	Elective	Elective

This will allow the student to develop their skills in that particular occupational program, ultimately providing the students the foundation to be successful in pursuing two year post-secondary or occupational certifications. IDCCRA industry strands will be in compliance with associated Career-Technical Education Career Cluster Models. Samples of potential IDCCRA CTE Career Clusters can be found in Appendix 17.

**Advisory Teacher Contact:**

High school can be a very difficult time for students and parents. Many families lack spare time or a comfort level and experience in dealing with an educational institution. This can be exacerbated in poorer and less educated families.

In an effort to reach out to parents to provide a sense of community with the families, each student will be assigned an advisory teacher that the student will work with throughout their enrollment at IDCCRA. It will be this teacher's responsibility to reach out to the family and to develop a relationship. The school will attempt to build a bond with the families by responding to parent and student concerns, and encouraging participation in the educational decision making responsibilities. When teachers and administrators acquire a

better understanding of families' situations, they form a deeper understanding of what is required to make the student successful, and as a result, will be able to sustain connections aimed at student success.

Once these relationships are developed and families begin to feel like they are being treated as partners, they are more likely to participate in the student's education. Parent involvement may boost student motivation and improve self-esteem, according to the Michigan Department of Education. A parent who is positively involved provides the tools and support necessary to encourage his child to perform well. Involvement shows the parent of the child that they take an interest in his performance by taking an active role in their education.

Advisory teachers will be required to reach out to students/families once a week to speak to the student's progress and concerns, and will hold formal Parent/Teacher conferences once per semester to discuss the student's progress in school.

**Parental Involvement:**

Parent participation is a keystone of student success in education. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement.

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (but not unrealistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community (p. 160)

G. Olsen| M.L. Fuller. "The Benefits of Parent Involvement: What Research has to Say." *Pearson Allyn Bacon Prentice Hall*. 20 Jul. 2010.

Parents at IDCCRA will benefit able to actively participate in their student's education by having the ability to login and follow the student's progress on grades, assignments, and upcoming tests, making them a vital part of the student's education. Additional descriptions of parental involvement are covered in Tab 5.

Students and parents can take advantage of the K12Start.com website to learn about all that the K12 educational systems have to offer. The K12 Start website is an interactive tutorial, to include videos dedicated to teaching students and parents how to be successful in an online environment. The home page starts with a series of orientation videos to help the family get started in navigating the system. Videos include setting up your account, high school orientation, and how to utilize the Kmail system. Subsequent lessons include managing your school account, navigating the system, expectations, college and career

preparation, and parent access to student grades and assignments, etc. The Parent Support Network section includes instructional videos for parents, to include videos on how to connect with other families to provide/receive support. K12Start.com is covered in the Draft Student/Parent Handbook in Appendix 15.

### **Methods of Instruction**

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education. All teachers will be certified to teach their assigned courses pursuant to Idaho Code.

The teacher will work with the multiple learning styles of their student by using interactive and multi-media content. The teacher will utilize synchronous and asynchronous tools to interact with the students. Blackboard Connect, a fully-hosted and secure learning platform, will be used in the synchronous classroom environment. The teacher will deliver assignments, projects and assessments that are aligned with Idaho standards. If a student qualifies for special education services, the special education teacher will also be part of the process. Teachers will be able to provide lessons that are digitally recorded for students to refer back to. Teachers will use observational data, such as traditional grading mechanism and tracking data via email and logins. Assignments have the potential to be automatically graded and recorded, or teacher graded.

The use of data to evaluate student progress would illuminate the need for additional help, where necessary, that could include in-class remediation, tutoring, or evaluation for special education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests
- Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual
- Student's classroom performance.

Teachers will receive training on the learning management system and the curriculum prior to the beginning of school, and will receive in-service opportunities throughout the year. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high. See Tab 9 for additional information on teacher training.

IDCCRA assures that it will adopt current State Graduation Requirements.

State Graduations Requirements (IDAPA 08.02.03 105, 106, 107), Grading Procedures, and Alternative Credit Options are outlined in the draft Student/Parent Handbook in the Appendix 15.

### **Goals**

The goals below represent the mission, vision, and educational program of IDCCRA. Numeric outcomes associated with successful accomplishment of the strategies are covered in Tab 4 in the MSES section.

- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

The goals in the Thoroughness Standards will also be monitored to ensure that IDCCRA is accomplishing those goals as required.

### **Thoroughness Standards – Idaho Code 33-1612**

The Idaho College and Career Readiness Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

**Standard A** - A safe environment conducive to learning is provided.

Goal: Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect. Each student has the right to an educational experience in a safe and secure learning setting.

Objectives - IDCCRA Will:

1. Provide safe and secure facilities as a result of adhering to adopted safety policies as required by city, county, state and federal health, accessibility, fire and building codes.
2. Develop, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and the use or sale of alcohol or drugs.
3. Foster an environment that encourages parents to participate in their student's education, to include school activities.
4. Create guidelines for physical safety. These will include but are not limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parent's rights, and staff monitoring responsibilities.

**Standard B** - Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on expectations of behavior and academic performance.

Objectives - IDCCRA Will:

1. Develop a student handbook that will provide a code of conduct that includes clear expectations, and consequences for unacceptable behavior.
2. Implement a school wide process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. Establish and maintain rules to be used consistently throughout the learning environment.



**Standard C** - The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives - IDCCRA Will:

1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

**Standard D** - The skills necessary to communicate effectively are taught.

Goal: A range of effective verbal and nonverbal communication skills are taught.

Objectives - IDCCRA Will:

1. Emphasize career-specific communication skills through writing, speaking and electronic media in a meaningful language arts experience.
2. Utilize computers and other devices as the primary mode of school-wide communication and emphasize career-specific electronic communication.
3. Provide instruction in a foreign language as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

**Standard E** - A basic curriculum necessary to enable students to enter academic or professional technical post secondary educational programs is provided.

Goal: Develop an educated citizenry that is prepared for the 21<sup>st</sup> century, and beyond, through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks and or grade levels. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies and in the use of technology.

Objectives - IDCCRA Will:

1. Use the Idaho State Department of Education's academic standards (IDSS) as a starting point, enhanced by the Common Core (CCSS) and additional challenging curriculum.
2. Promote personalized learning goals for each student to identify a student's occupational interest and desire, further directing the student in an occupational path of interest.
3. Emphasize occupational professional-technical programs.
4. Offer a comprehensive health curriculum as required by the state.

**Standard F** - The skills necessary for the student to enter the workforce are taught.

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Goal: Provide students with basic skills that prepare them for future employment. By using learning tools such as computers, technological equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. Vocational education opportunities will be available and required by all students.

Objectives - IDCCRA Will:

1. Provide a strong foundation in reading, writing, problem-solving, math, science, history, literature, and computational skills.
2. Provide a technology rich environment, encouraging the effective use of technology as a tool in a 21<sup>st</sup> century workplace.
3. Enable students to develop intellectual habits important to society: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.
4. Provide a strong foundation in the social competencies required for a student to enter the job market and retain successful employment.

**Standard G** - The students are introduced to current technology.

Goal: Provide students with technological skills by using learning tools such as computers and a wide variety of learning networks linked to local and nationwide resources. Students will learn how to access current technology and apply that learning in a variety of situations.

Objectives - IDCCRA Will:

1. Provide a strong foundation in technological skills by using a virtual format to deliver education.
2. Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace for accomplishing activities such as research, computation, and communication.
3. Students leaving IDCCRA will be proficient in the use of a variety of technologies used in a contemporary workplace.
4. Professional development and support for the staff will be provided on a continual basis.

**Standard H** - The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and intellectual foundation to become responsible citizens in our society.

Objectives - IDCCRA Will:

1. Enable students to understand what it means to be a responsible citizen in their home, school, and community by using the Idaho Standards standard embedded in Civics, Government, History and Economics.
2. Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

IDCCRA will use Data Driven Decision Making to evaluate data and to determine the effectiveness of the school and its programs. Data collected and used may include, but is not limited to ISEE data, electronic grade book data, student passing percentages, graduation rate, teacher feedback, surveys, course evaluations, referrals, discipline records and student

withdrawals. Components of the data will be monitored daily/weekly/monthly by faculty and staff, and reports will be made to the board at regular board meetings. Evaluation of the data will be used to guide decisions to improve the school.

### **Special Education Services – Idaho Code 33-5205(3)(r)**

IDCCRA welcomes the opportunity to serve students with disabilities. The founders believe strongly that all students have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society. IDCCRA will not deny enrollment to a student with a disability solely because of that student's need for special or related services.

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

IDCCRA will adopt and comply with the most up-to-date version of the "Idaho Special Education Manual." The "Idaho Special Education Manual" will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

IDCCRA will work to accommodate students with all disabilities who are using the K<sup>12</sup> web-based courses in a distance learning setting. IDCCRA will offer appropriate accommodations by procuring the technology and other services required in the student's IEP to aid these students in navigating through their courses. Further, K<sup>12</sup>'s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

### **Child Find**

As outlined in the most currently adopted "Idaho Special Education Manual, IDCCRA will establish and implement a Child Find system. The IDCCRA enrollment application, a conference call with a K<sup>12</sup> placement counselor, and conference calls with a IDCCRA general education teacher will all provide a query for the parent to indicate a special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by IDCCRA's special education director will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. IDCCRA's general education teachers will be provided professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since IDCCRA will be enrolling students in communities across the state, posting and public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

IDCCRA will implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

IDCCRA will ensure that staff and school's constituents are informed of the availability of special education services.

### **Special Education Services and Support**

All identified students with a disability will have an IDCCRA IEP meeting/review upon enrollment with the appropriate team members in attendance. The appropriate notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Idaho Performance Standards (Common Core). Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, IDCCRA staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs will be supported by their regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a properly credentialed highly qualified special education teacher supervised by a special education coordinator/director designate. IDCCRA will provide a full continuum of settings and services as described by the Idaho Special Education Manual (Chapter 6, Section 2). In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contractual arrangements with the student's district of residence or a private agency/provider.

IDCCRA believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by IDCCRA and as determined by the IEP team. The IDCCRA special education teacher will support students with disabilities and provide specially designed instruction through synchronous specially designed instruction using curriculum that is scientifically research based and asynchronous contact which may include phone conferencing, email, and direct, specially designed instruction, via "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

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Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team.

IDCCRA will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at anytime, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. The only possible exception to this would be related services at a contractor's office.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by highly qualified general education and special education teachers; file review and monitoring of timelines by the special education director.

Based on K<sup>12</sup>'s experience serving special needs students in 32 statewide programs across the United States, IDCCRA projects that the school will provide special education services across all disability categories as defined by the Idaho Special Education Manual (Chapter 4 Section 7).

IDCCRA believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools.

Special education teachers will be included in all aspects of the professional development. In order for teachers to develop effective IEPs with appropriate content, instructional modifications, and measurable goals, teachers of students with special needs must be very knowledgeable about the content the special needs students are studying. In some cases, assessments will also need to be modified to meet the terms of a student's IEP. Cases like these demand that special education, and regular education teachers are familiar with the scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modification.

### **Parent Participation**

IDCCRA understands the importance of parent participation in their child's education. IDCCRA will make every effort to facilitate open lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Upon request, the parent of the student will be allowed to examine all relevant records related to the student's education and the school's identification, evaluation and/or placement decision.

### **Confidentiality**

IDCCRA will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all types of records covered under the

definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). IDCCRA will adhere to the guidelines set forth in the currently adopted copy of the “Idaho Special Education Manual.”

### Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve Idaho Performance Standards. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
<p>Use interactive groupings of students in structured and purposeful settings.</p> <p>Draw on student background and knowledge.</p> <p>Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context.</p>	<p>Use multiple forms of assessment such as performance-based assessments.</p> <p>Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions.</p>
<p>Use graphic organizers to model organization skills and to engage students in the process.</p> <p>Use manipulatives and connect learning experiences to real life.</p> <p>Use community experts as resources and as models.</p> <p>Minimize interruptions and distractions during time-on-task.</p> <p>Check often for understanding among students.</p> <p>Teach students' organizational and study skills.</p> <p>Ensure access to resources in the languages, reading levels, and interests of the students.</p>	<p>Integrate technology into a variety of assessment settings.</p> <p>Remind students to use self-monitoring strategies and clarify directions.</p> <p>Ensure that language and academic skills are assessed appropriately.</p> <p>Take dictation for students; allow for tape and/or video recordings.</p> <p>Use multiple measures of assessment to assess language and academic skills of two language learners.</p> <p>Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.</p>

### **Related Services**

Special services required in a student's IEP (as listed below) will either be provided by the licensed therapist or individual employed by IDCCRA or contracted by IDCCRA, ensuring the appropriate licensure and background checks are completed. Therapy may be delivered virtually in the home, face-to-face, the parent may provide transportation, and/or the IDCCRA may provide transportation to a contracted therapy agency within a reasonable distance of their home. Other related services may be provided, including but not limited to:

- Mobility training
- Adaptive therapy
- Assistive technology
- Counseling services
- Psychological services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing
- Behavioral Intervention/Supports
- Extended School Year

### **Evaluation**

When screening (Child Find) indicates that a student may be eligible for special education services, IDCCRA will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. As outlined in the most currently adopted "Idaho Special Education Manual," Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA. The evaluation will be completed by a multidisciplinary team which includes an administrator, a special education teacher, a general education teacher, and other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Special Education Director at IDCCRA. IDCCRA uses a three tiered Response to Intervention (RTI) and all students will be served appropriately based on their placement within these tiers. Parents have the right to request an independent educational evaluation. When requested by parents, IDCCRA must provide them with information about where an independent evaluation may be obtained.

### **Grading Procedures for Special Education Students**

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of the "Idaho Special Education Manual" or in the most currently adopted manual.

### **Discipline**

In every way possible students who qualify for special education at IDCCRA will be included in all procedures and protocols as specified for all other students at IDCCRA when deemed appropriate. IDCCRA will adhere fully to IDEA and the most current copy of the "Idaho Special Education Manual" in regards to discipline, and will implement proactive Positive Behavioral Intervention and Supports (PBIS) when deemed necessary by the IEP team. IDCCRA will conduct a Manifest Determination in those instances where required by IDEA.

### Start-up Guidelines

All public schools must provide services as defined by IDEA 2004 and the Americans with Disabilities Act. Both federal statutes provide national requirements regarding services for and rights of the disabled. Each state must meet minimum federal regulation requirements but may choose to exceed them. It is vital that each school becomes familiar with the federal and state regulations to serve the special education population. The guidelines are adapted based on state requirements. This section serves as an outline.

Subtopic	Recommendations
Child find	<ul style="list-style-type: none"> <li>• Query parents using approved online child find questions in Enrollment Placement Register (EPR)</li> <li>• Post child find letter in school handbook</li> <li>• Send child find letter with initial head-of-school mailing, if applicable</li> <li>• Post non discriminatory information on school website</li> <li>• Post child find information on school website</li> <li>• Track positive responses to child find and refer to the appropriate school personnel</li> </ul>
Receipt of previous records	<ul style="list-style-type: none"> <li>• Request previous records using parent release of records</li> <li>• Mail certified letter to previous school to obtain records</li> <li>• Visit school if records not received</li> <li>• Contact state agency if records not received</li> <li>• Track and validate all attempts to receive records to state agency</li> </ul>
Parent communication during enrollment	<ul style="list-style-type: none"> <li>• Educate parents on school-offered services</li> <li>• Track all communication with parent, PAL, and/or school staff</li> </ul>
Special education software	<ul style="list-style-type: none"> <li>• Contact state agency to determine state-required IEP software</li> <li>• Purchase web-based IEP software that allows IEP writers in other states to assist with IEP development if no state-required software</li> <li>• Software used will comply with "Idaho Special Education Manual" requirements for forms.</li> </ul>
Initial IEP	<ul style="list-style-type: none"> <li>• Write initial school IEP upon enrollment to indicate change of placement and services</li> </ul>
Properly credentialed HQT Special education staffing	<ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Training</li> <li>• Provide on-site support to assist with records receipts, records requests, and parent communication</li> </ul>
Related services	<ul style="list-style-type: none"> <li>• Finalize contractual arrangements with speech therapists, occupational therapists, and school psychologists prior to new school start, using school-approved contract form</li> <li>• Contact Director of Special Programs for support</li> <li>• Track related services needs of new students during enrollment</li> </ul>



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	<ul style="list-style-type: none"> <li>• Ensure all students receive needs-related service during first week of school</li> </ul>
Special education service delivery	<ul style="list-style-type: none"> <li>• Provide weekly special education teacher contact</li> <li>• Provide special education services as outlined on the IEP</li> <li>• Drive contact by IEP goals</li> <li>• Record all contact in TotalView School</li> <li>• Submit monthly reports tracking progress toward IEP goals</li> <li>• Submit progress reports no less than regular school progress reporting periods using state approved forms</li> </ul>
Professional development	<ul style="list-style-type: none"> <li>• See Tab 9 for more on Professional Development</li> </ul>
Extended school year	<ul style="list-style-type: none"> <li>• Follow ID state guidelines</li> </ul>
Transition services (high school)	<ul style="list-style-type: none"> <li>• Follow ID state guidelines</li> <li>• Use Pathfinder to determine learning styles, career interests, etc.</li> </ul>
Compliance checklists (state specific)	<ul style="list-style-type: none"> <li>• Teachers self-audit files twice a year</li> <li>• Special education director randomly audit files once a year using approved checklist</li> </ul>
Teacher evaluations	<ul style="list-style-type: none"> <li>• See Tab 6 for more on Teacher evaluations</li> </ul>
State department communication	<ul style="list-style-type: none"> <li>• Ensure special education director attends all relevant state agency meetings</li> <li>• Ensure special education director is included on all relevant state agency distribution lists</li> </ul>
Initial evaluation for special education services	<ul style="list-style-type: none"> <li>• Determine school eligibility within state-required time frame</li> <li>• Process all initial requests through the school's Responsiveness to Intervention (RTI) process</li> <li>• Ensure necessary testing is completed by school psychologist, related service provider(s), special education teacher, and other providers where applicable.</li> <li>• Obtain written Consent form to parents.</li> <li>• Provide a copy of the Procedural Safeguards to parents.</li> </ul>
Re-evaluation for special education services	<ul style="list-style-type: none"> <li>• Review records following state guidelines</li> <li>• Contract with school psychologist, related service provider(s), special education teacher, and other providers where applicable for additional testing as agreed upon by IEP Team</li> <li>• Meet within state-required time frame to determine continued eligibility</li> </ul>
Annual IEP meetings	<ul style="list-style-type: none"> <li>• IEP written within required time frame for initial and re-evaluation meetings</li> <li>• IEP amended when deemed necessary based on monthly and/or quarterly data</li> </ul>

Testing accommodations	<ul style="list-style-type: none"><li>• Use tracking tool to indicate each student's location and allowable accommodations</li><li>• Provide training for all proctors</li></ul>
Child count	<ul style="list-style-type: none"><li>• Use state reporting tool to appropriately reflect the number of students with disabilities served by each school</li><li>• Ensure 100% report completion and submission at each cycle by the special education director</li></ul>

#### **Section 504**

Pursuant to Section 504 regulations, IDCCRA will individually obtain information that would substantiate a student as eligible for a 504 accommodation before classifying the student as having a disability or providing the student with accommodations under Section 504. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulations. IDCCRA will adhere to the currently adopted "Idaho Special Education Manual."

#### **Gifted and Talented – Idaho Code 33-2003**

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

For students identified as Gifted and Talented, a variety of methods for meeting their educational needs can be utilized, including acceleration (skipping grades), enrichment activities, curriculum compacting, pull-out programs for the gifted, ability grouping and differentiated instruction. IDCCRA will review all options as needed to ensure that our population of gifted students are acknowledged and are provided opportunities to achieve their full potential.

#### **Limited English Proficiency – Idaho Code 33-1316**

IDCCRA will first identify ENL students, students whose dominant language is not English, during the enrollment process. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

In addition to identifying students during enrollment, a home language survey, teacher observation, and student placement assessments will be completed using the Idaho ELD Placement test. A language proficiency assessment (yearly) as well as culminating data on the student's academic performance scores will become part of the components that develop his/her individual education plan.

The Idaho Language Proficiency Assessment (IELA) is a federally mandated assessment for all students served in a Limited English Proficiency (LEP) program. The IELA will be administered annually every spring to calculate growth and proficiency in the English language for each student assessed. All districts that serve LEP students are held accountable to these growth

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and proficiency measures on the IELA for their ENL students. Accountability is determined through Annual Measurable Achievement Objectives (AMAOs), which each district must meet. Data will be gathered and evaluated annually per federal guidelines and policies.

If ENL students are identified and qualify for ENL services, a thorough plan will be developed that will incorporate World-Class Instructional Design & Assessment Standards (WIDA) into the curriculum. The plan will include, the services of an appropriately licensed ENL or bi-lingual teacher for the ENL identified students. The ENL teacher can provide support to the students within the distance learning school by: relating background information and experiences to the students to better grasp a concept, scaffold instruction to aid the students in comprehension, adjusting speech or content, providing project based learning experiences, necessary visuals and providing in classroom modeling of best instructional practices for the general education teachers. If a need is established, IDCCRA will consider acquiring and using third party courses to assist with English language acquisition. Exit criteria for ENL students will be consistent with Idaho and federal requirements.

### **Dual Enrollment - *Idaho Code Section 33-203 and 33-5205(3)(s)***

Students enrolled in the Idaho College and Career Readiness Academy will be eligible to participate in dual enrollment with other publically funded schools in Idaho as required by Idaho Code 33-203. Dual enrollment opportunities will be subject to IDCCRA and local district policies and procedures.

A "Full Time" Dual Enrollment is defined as a student attending IDCCRA more than 4 (four) hours per school day. This situation is not common, but is used if the cooperating school does not collect funding, or, if a student is taking 1 or 2 courses in a traditional home school setting. "Full Time" Dual Enrolled students will have the opportunity to accept or decline the use of a school computer and printer and will follow the same internet service provider (ISP) subsidy guidelines as fully enrolled IDCCRA students.

"Part Time" Dual Enrollment is defined as a student attending IDCCRA more than 2 ½ (two and a half) hours but less than or equal to 4 (four) hours per school day. The most common "Part Time" Dual Enrollment situation reflects 3 courses with IDCCRA and 3 courses with the cooperating school. "Part Time" Dual Enrolled students will not be provided with a computer, printer, or internet service subsidy.

Dual enrollment information and requirements will be provided to parents during enrollment through the IDCCRA Student Handbook. Students will be eligible to dually enroll half time in IDCCRA and another program if the half time Dual Enrollment is approved by the cooperating school officer. Funding for dually enrolled students will reflect the student's participation in each public school program. Each participating school will receive one half ADA funding for dually enrolled students.

Dual enrollment is covered in greater detail in the IDCCRA draft Student/Parent Handbook in Appendix 15.

# **Tab 4**

## **Measurable Standards, Accreditation, and Accountability**

**Measurable Student Educational Standards – Idaho Code 33-5202(3)(b)**

IDCCRA, like all public charter schools in Idaho, is required to meet measurable student education standards approved by the chartering entity annually. The accomplishment of these standards demonstrate that students have attained the skills and knowledge specified as goals in the schools educational program.

The following measures have been identified to ensure that the standards are measured and achieved:

1. 65% to 100% of students who complete the 1st or 2nd level Manufacturing course will achieve proficiency on the relevant IDCCRA Level Manufacturing Assessment.
2. 65% to 100% of students who complete the 1st or 2nd level Technology course will achieve proficiency on the relevant IDCCRA Level Technology Assessment.
3. 65% to 100% of students who complete the 1st or 2nd level Business course will achieve proficiency on the relevant IDCCRA Level Business Assessment.
4. 65% to 100% of students who complete the 1st or 2nd level Health course will achieve proficiency on the relevant IDCCRA Level Health Assessment.
5. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Manufacturing pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.
6. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Technology pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.
7. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Business pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.
8. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Health pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.

**Measuring Student Progress – Idaho Code 33-5205(3)(c)**

The data provided to determine successful implementation of the measures will come from state tests, state measures and benchmarks, and IDCCRA internal records.

The goals in this charter petition will have been met when:

1. 65% to 100% of students who complete the 1st or 2nd level Manufacturing course will achieve proficiency on the relevant IDCCRA Level Manufacturing Assessment.

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IDCCRA will administer the Level 1 and Level 2 Manufacturing Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

2. 65% to 100% of students who complete the 1st or 2nd level Technology course will achieve proficiency on the relevant IDCCRA Level Technology Assessment.

IDCCRA will administer the Level 1 and Level 2 Technology Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

3. 65% to 100% of students who complete the 1st or 2nd level Business course will achieve proficiency on the relevant IDCCRA Level Business Assessment.

IDCCRA will administer the Level 1 and Level 2 Business Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

4. 65% to 100% of students who complete the 1st or 2nd level Health course will achieve proficiency on the relevant IDCCRA Level Health Assessment.

IDCCRA will administer the Level 1 and Level 2 Health Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

5. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Manufacturing pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.

IDCCRA will administer the NOCTI Manufacturing written assessments to students who have completed the Manufacturing Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

6. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Technology pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.

IDCCRA will administer the NOCTI Technology written assessments to students who have completed the Technology Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

7. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Business pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.

IDCCRA will administer the NOCTI Business written assessments to students who have completed the Business Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

8. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Health pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.

IDCCRA will administer the NOCTI Health written assessments to students who have completed the Health Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

Data from a variety of sources can be used to determine the results of the outcomes. Most of the results will come from state reports, to include ISEE, SchoolNet, STAR Ratings, ISAT/AYP, and the College Board. IDCCRA will also be able to capture and present a variety of data through the student logging into and attending school utilizing the IDCCRA Learning Management System (LMS.)

### **Standardized Testing – Idaho Code 33-5202(3)(d)**

The students at the Idaho College and Career Readiness Academy will be evaluated using the same standardized tests as other Idaho public school students. The IDCCRA will give the state mandated assessments during the testing windows outlined by the Idaho State Department of Education. Students who qualify for special education services will be included in all statewide and district wide assessment.

Test sites will be setup in the major geographical locations throughout Idaho and staffed with IDCCRA teachers and administrative staff. Students will be scheduled to attend and take test at these geographic locations. IDCCRA teachers and administrative staff will travel to the more remote locations in Idaho to make state testing available for students living in those locations.

Additional assessments may be required as determined by the IDCCRA Board.

Student test results reported may include:

- Individual student progress
- Annual growth
- Grade level and school composite scores
- Comparative results between IDCCRA, and state and national averages

Annual reports will be submitted to the Authorizing Charter Entity and the Idaho State Department of Education demonstrating that IDCCRA is meeting all of the performance standards prescribed by the state and other standards still under construction. Progress toward meeting MSES goals will also be included in the reports. The data may include emerging Idaho State Department of Education standards, benchmarks, and/or IDCCRA developed criteria. Student specific reports will be shared with the families. The a link to the State Department of Education report card for IDCCRA will be included on the IDCCRA website.

### **Accreditation – Idaho Code 33-5205(3)(e)**

Accreditation is a process of helping institutions improve through a systematic program of evaluation, assuring that an institution not only meets quality standards, but also that it demonstrates a continuous commitment to providing quality education programs that are aimed at improving student performance.

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IDCCRA will adopt the AdvancED philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. IDCCRA will be aware of all requirements before beginning the journey toward accreditation.

IDCCRA will utilize the Self Assessment of Readiness for Accreditation tool provided by AdvancED in pursuing accreditation to demonstrate that we meet AdvancED standards and policies, have the capacity to support school and school system improvement, and are committed to growth in student learning and organizational effectiveness. IDCCRA will comply with all accreditation standards established by NWAC/AdvancED and submit required reports to the regulatory bodies in a timely manner.

A school must be in operation for at least to years with demonstrated financial stability before it may be accredited. IDCCRA will then apply for accreditation and submit the application and will host a readiness review within three months of applying for accreditation, and an external review within 2 years of becoming a candidate.

### **School Improvement Plan – IDAPA 08.02.03.112 and 08.02.03.114**

Student learning is the primary focus of IDCCRA. Student achievement policies and procedures will be developed and communicated to all stakeholders. Individual student data will be used to determine instructional effectiveness, and to improve student performance. Student performance and instructional effectiveness will be reviewed regularly to determine where improvements can be made.

If it is determined that student performance is below acceptable standards, steps will be taken to target individual needs. IDCCRA will develop a school Turnaround Plan utilizing the resources of the Idaho State Department of Education.

Idaho requires its low performing schools and districts that are identified under the One-Star and Two-Star categories to provide a plan, within the WISE Tool, for how the district will turn the school around. These plans will be reviewed and must be approved by the ISDE to ensure that what the district and school proposes, meets the minimum qualifications and expectations for school improvement. If it does not, they will be required to revise their plan to meet these expectations.

Appropriate improvement plans will be matched to each school's performance based on the Star Rating that applies to the current year as well as the schools progress over time. The Star Ratings will be used to determine the requisite Wise Tool plan.

Schools identified as 2 Star Focus Schools must implement the Rapid Improvement plan with the assistance of ISDE as outlined in the ESEA waiver. The school and the State are responsible for working to implement the plan. If the plan is not working as expected, the school will work with the State to make the appropriate changes. The plan must incorporate strategies based on scientifically based research that will close the achievement gaps and address the specific academic issues that caused the school to be identified as a 2 Star School.

Schools identified as 1 Star Priority Schools must implement the Turnaround Plan with the assistance of ISDE and a turnaround coach as outlined in the ESEA waiver. The State will work with the school to make sure that the school implements the Turnaround Plan correctly. If it is not producing the desired results, the school will work with the State to make the appropriate changes.



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Before the Turnaround Plan is written, the State will conduct an Instructional Core Focus Visit to collect evidence of the school's practices to be used in creating the Turnaround Plan. Before the school creates its plan, the Board must choose a Turnaround Model to use as a template.

Potential Turnaround Options that the IDCCRA board might choose include:

- Transformation Model
- Turnaround Model
- Governance Partnership Model

Once the model is chosen, the IDCCRA board will oversee the development of the school improvement plan, and the school will work to develop a plan that will serve as a framework for analyzing problems, identifying causes and addressing instructional weaknesses that led to low student achievement. Members of the team selected by the board to participate in the development of the plan may or may not include members of the school's administrative staff, and could include external team members if the board deems necessary. The plan must incorporate strategies based on scientifically based research that will close the achievement gaps and address the specific academic issues that caused the school to be identified as a 1 Star School. The plan could also include the removal of members of the school's administrative leadership team.

Based on the Turnaround Option chosen, IDCCRA will follow the guidelines as outlined in the Idaho State Department of Education ESEA Flexibility Request.

The Board will also be required to oversee the creation and implementation of the District Turnaround Plan based on the Diagnostic Review as a result of the Instructional Core Focus Visit. Members of the team selected by the Board to participate in the development of the plan may or may not include members of the administrative staff, and could include external team members if the Board deems necessary. The plan could also include the removal of members of the administrative leadership team.

The WISE tool will be used to guide the process and illuminate issues and focus resources to improve the school's performance. Indicators reflecting Turnaround Principles are embedded in the WISE Tool and during the state review of the Turnaround Plan in the WISE Tool, the rubric will provide a score for the plans created for each Turnaround Principle for the school. School plans will be reviewed for quality by the administrative leadership and district plan will be reviewed by the Statewide System of Support team.

# **Tab 5**

## **Governance Structure, Parental Involvement, Audits**

### **Governance Structure – Idaho Code 33-5205(3)(f)**

The Idaho College and Career Readiness Academy, Incorporated is an Idaho non-profit organization. The school's Bylaws (Appendix 2) and Articles of Incorporation (Appendix 1) are included in Appendices of the charter application. The Board of Directors will be the public agents who control and govern the school. The Board shall be responsible and ensure that the school is in compliance with all applicable federal and state educational standards, all applicable federal and state laws, rules, regulations and policies as well as the terms and conditions of the charter, and will also have such duties and powers as are set forth in the Articles of Incorporation and the Bylaws.

The IDCCRA Board will abide by the Public Records act and Open Meetings Law of the State of Idaho.

Unless determined by the board, the Board of Directors shall not be less than three members (3) nor more than nine members (9), but may never be less than the number otherwise required by law. It will be the intent of the IDCCRA Board to maintain a working board of 5 – 7 members whenever possible. Board members responsibilities and terms of service are outlined in the IDCCRA Bylaws in Appendix 2.

### **Founding to Governing Board Transition**

The role of the Founding Board is to provide vision, and oversight of the creation of the school. Their goal is to create a strong foundation for the mission and vision of the school. Per the IDCCRA bylaws, once the IDCCRA Founding Board Member's terms expire, new members are eligible to be nominated into the formal Governing Board of Directors. Founding Board members are eligible to participate as Governing Board members should they choose. This will help transition the knowledge and commitment to the new Governing Board members. As new members are added to the Governing Board, board training will emphasize the role of the board members and the relationship with the school administration.

### **Board Recruitment**

IDCCRA will seek to identify potential board members as needed. An emphasis will be on looking for highly qualified members of the community interested in serving on the IDCCRA Board. The IDCCRA Board will be particularly active in looking for potential board members with skills or demonstrated experience in education, law, and accounting. IDCCRA will also seek to recruit parents of students enrolled in the school. Recruitment notices will be sent out to the students' parents and others contact lists. They will also be posted on the school website, and sent to the IDCCRA Board members' personal and professional associates. The faculty and staff of the school will also be notified of the need for board candidates with specific skill sets and asked to help find highly qualified candidates. Resumes will be submitted to the IDCCRA Board for review. The Board will entertain candidates that:

- Are committed to the philosophy, Vision, and Mission of IDCCRA
- Demonstrate a wanted skill
- Are able to pass a state required background check.

Once new board members are added, they will be provided with the 'Board Member Responsibility' and the 'Relationships of School Boards and Superintendents' materials to review. They will then be asked to summarize the materials at an upcoming board meeting. This will give the new members an opportunity to come up to speed on the foundational responsibilities of an educational board, and to provide current board members the opportunity to provide input and feedback to the new member.

### **Board Training**

It is the intent of the IDCCRA Board to utilize the Idaho School Boards Association's Board (ISBA) Training Mini Modules. The content of these modules will be updated to reflect current topics in education and are designed to be delivered during monthly Board meetings. Twenty minutes will be scheduled to each Board agenda. Each month, a specific Mini Module will be identified for review at the upcoming Board meeting. It will be expected that all board members will review the topic and be prepared to discuss at the upcoming Board meeting. The Board Chair will setup a rotation so that each Board member and the Head of School know when it is their turn to lead the discussion on the specific topic. We believe that conducting training in this manner will allow patrons to be educated on current topics on education in Idaho.

Initial trainings for the Board will be the Board Member Responsibility session then the session on Roles and Relationships of School Boards and Superintendents. The first session, Board Member Responsibility, will be provide the Board the foundational experience required to begin to understand how a board is supposed to work. Topics include:

- The role of the Board Member
- The Board/HOS Relationship
- How Boards Govern.

In the next meeting, Roles and Relationships of School Boards and Superintendents will be covered. This will provide the board with a deeper understanding of board responsibilities in an educational environment. Topics of this session include:

- Policy
- How to Conduct Meetings
- Budget and Finance

The Board will host an annual retreat at the conclusion of the fiscal year. This will give the Board the opportunity to discuss what went well the previous year, strategies that they want to focus on for the coming year, and to participate in a more in-depth Board training.

The Board will conduct a self assessment annually, and use this data to inform future board as to potential professional development needs.

The Outline describing ISBA Mini Modules, content for initial board trainings, and the board self assessment is found in Appendix 21.

### **Roles and Responsibilities**

The IDCCRA Board of Directors, as the governing body of the school, has the responsibility and authority over the charter and the operations and oversight of the school.

The Board:

- is the holder of the charter for the School;
- will participate in the interview and hiring of key school personnel to include the Head of School;
- will have input into the removal of the Head of School, if necessary (see information below);
- will provide the vision, mission and goals for the school;
- will set the budget annually;
- will approve all school policies;

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- will exercise continuing oversight of the school operations;
- will ensure an annual audit is conducted by a certified CPA or auditor;
- will ensure that regular financial reports are provided, reviewed and approved by the board;
- will monitor a financial recovery plan, if needed;
- will participate in required training; and
- will make annual reports to the authorizer.

The Board, as an autonomous governing body, will delegate significant authority for its operational responsibilities and execution of policy and procedure to the administrator. The administrator, a K12 employee, will be responsible to and report directly to the IDCCRA Governing Board of Directors regarding all matters concerning the operations of the school. The IDCCRA Board of Directors will have input in the hiring and evaluation of the administrator.

The administrator's responsibilities will include:

- overseeing and managing all school level staff;
- ensuring that all policies and directives of the IDCCRA Board of Directors are executed;
- attending all Board meetings;
- attending all appropriate Idaho Department of Education meetings and district level meetings;
- providing school level leadership; and
- ensuring all state reporting and compliancy.

The administrative staff will report to the school administrator, and will vary depending on the needs of the school. The composition of the administrative staff will be determined annually. Some positions may be employees while others may provide services as independent contractors. Initial forecasts of employees employed by the board include the Operations Manager, teachers, academic counselors, registrar, and administrative assistant. The number and composition of these positions can change depending on growth, and in adjustments to the annual staffing plans and budgets.

Business management, Special Education, HR, and Technology Support will be provided by K12 per the Services Agreement. These positions will provide support under the guidance of the IDCCRA Academic Administrator.

The requirements for services and performance are clearly laid out in the services agreement with K12 Inc as outlined in Appendix 6. The board will evaluate K12's performance annually. A copy of the Service Provider Evaluation Tool can be found in Appendix 6.

The Board will review monthly finance reports, monthly academic reports, evaluation of the data on student withdrawals and year over year retention rate, and most importantly student academic achievement. The Head of School will be required to provide this information at each board meeting. Even though the Head of School is not employed directly by the Board, the two entities must work hand in hand in order for the school to be successful. Establishing a strong line of communication and partnership between the Board and K12 Inc., the Board and the Head of School, and among all parties and the Public Charter School Commission will be vital to the success IDCCRA is able to provide for students.

**Governing Board Ethical Standards – Idaho Code 33-5204(a)(2)**

IDCCRA Board of Directors will adhere to the professional standards as outlined in the Code of Ethics for Idaho Professional Educators, created by the Professional Standards Commission and approved by both the State Board of Education and the Idaho legislature (IDAPA 08.02.02.076) and the statutory provisions identified in Idaho Code §33-5204 & 5204A. Each board member will be required to sign a copy of a Code of Ethics and a Code relating to Nepotism as a requirement to serve on the board.

**Parental Involvement – Idaho Code 33-5205(3)(f)**

Direct parental involvement is fundamental to the success of IDCCRA. The most fundamental role parents will play as learning coaches is to support their child's learning and to help continuously evaluate IDCCRA's operation, governance, and instructional program. Parents will be asked to support school wide initiatives, participate in learning center activities, and be committed to support the school's goal for every student to reach their full academic potential. The school will offer support through parent training, speakers, and modeling. Face-to-face sessions will be an integral part of the program and will be provided in regional tutoring centers across the state.

At IDCCRA, parents will help guide students through their daily coursework using the K12 network of curriculum offerings and the OLS. Parents will be expected to partner with teachers daily via phone, email, and synchronous sessions using online platforms or in person to ensure students are on track and in line with the expectations set by the school. IDCCRA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. The school also expects parents to volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events.

In addition:

- Parents can hold a direct leadership position and influence the management of the school by serving on the IDCCRA Board. The Board sets policy and provides governance and oversight on IDCCRA academic, extracurricular, finance, personnel, daily operations, and legal matters.
- Parents who are not members of the Board are actively encouraged to attend Board and other IDCCRA meetings and to participate on ad-hoc committees appointed to address specific issues. Parents, like board members, will be allowed to participate remotely per the IDCCRA bylaws.
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- Parents will help us to continuously evaluate the operation and governance of the school both online and offline. IDCCRA will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other IDCCRA students and

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parents. Parents may supply critiques and/or endorsements regarding their experience at IDCCRA.

- Throughout the school year, the principal, other administrators, and teachers will account for contributions that parents and community members have made to the operations and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

**Financial Audits** – *Idaho Code 33-5205(3)(k) 33-5206(7) 33-5210(3)*

Financial audits will be conducted annually as required by Idaho Code and the Charter Commission. The IDCCRA will identify and contract with independent auditing organizations to conduct the audits. Appropriate data will be collected and prepared to present for the audits throughout the year. A copy of all audit results and requisite reports will be submitted to the Charter Commission, the State Department of Education, and other regulatory bodies as required in IC 33-5205(3)(k), IC 33-5206(7), and IC 33-5210(3). IDCCRA will also comply with the reporting requirements of IC 33-701(5-10). If additional independent audits are required by a regulatory body above and beyond the annual financial audits described above, the audits will be conducted at the expense of the requesting body. School budgets and expenditures, to include the check register, payroll report, and teacher contracts, will be posted on the IDCCRA website.

# Tab 6

## Employee Requirements



**Employee Qualifications** – *Idaho Code 33-5204(a)(1) and 33-5205(3)(g)*

IDCCRA staff will meet all qualifications required by state law. The teaching staff will be required to meet the definition of 'Highly Qualified' or whatever definition currently required by the State of Idaho. Professional-Technical Education (PTE) teachers will be required to hold the appropriate endorsement in an appropriate occupational discipline. These endorsements may be held on a Secondary Teaching Credential or on an Occupational Specialist Certificate. These PTE instructors will be dedicated to preparing students for transition to college and/or career professions beyond high school. Administrators for IDCCRA must hold an Idaho Professional-Technical Administrator's Certificate. Copies of certificates for all certified teachers/staff members will be kept on file at the school and will be available for review upon request.

The staff will be required to possess personal characteristics, knowledge, and experience consistent with the teaching profession in Idaho and the philosophy, mission, and expectations of the IDCCRA. The school administrator will make recommendation to the IDCCRA board for approval.

The IDCCRA will reserve the right to seek limited or alternative certification staff as authorized by the SDE when deemed in the best interest of the educational program.

IDCCRA will not discriminate in the hiring process.

**Transfer Rights** – *Idaho Code 33-5205(3)(p) and 33-1217*

The transfer rights of an employee choosing to work for IDCCRA and the rights of such employees to return to any non-charter school after employment at IDCCRA will be dependent on the school district from which the employee might transfer and in compliance with Idaho Code §33-5206(3). IDCCRA claims no transfer rights.

**Benefits and Provisions** – *Idaho Code 33-5205(3)(n)*

The School will provide all qualified employees with the Benefits and Provisions in accordance with IC 33-5205(3)(n). This includes the PERSI retirement system, Federal Social Security, Worker's Compensation, Unemployment, and Health Insurance to the extent required by Idaho law.

**Collective Bargaining** – *Idaho Code 33-5205(3)(q)*

IDCCRA staff will be considered a separate unit for purposes of collective bargaining.

**Written Contracts** – *Idaho Code 33-5206(4)*

All teachers and administrators who are employees of the board will be on a written contract in a format approved by the Superintendent of Public Instruction.

### **Teacher Evaluations – IDAPA 08.02.02.120**

IDCCRA will follow the personnel practices required by Idaho Code 33-513 and IDAPA 08.02.02.120, to include supervision, evaluation, and dismissal. The IDCCRA Board will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certified personnel are aligned to the Charlotte Danielson's Framework for Teaching Second Edition, or the model currently used by the SDE.

Domains include:

1. Planning and Preparation
2. Learning Environment
3. Instruction and Use of Assessment
4. Professional Responsibilities

The administrator will conduct an evaluation of each staff member by February 13 and a second evaluation prior to the end of each school year using evaluative tools created using the Charlotte Danielson Method. Both evaluations will include content currently required by the Idaho State Department of Education.

Once the school is approved and the administration hired, a detailed evaluation model utilizing all the necessary requirements will be developed that could also include the use of school data, observations, surveys, student feedback, etc., for use in professional development to cultivate teacher growth. See Tab 9 for additional information on teacher professional development and evaluations. New teacher training will be conducted in accordance with the K12 Virtual New Teacher Training located in Appendix 12 to help new teachers be successful when entering a virtual classroom and continuous Professional Development opportunities will be offered annually.

If a teacher is determined to be underperforming, a decision will be made as to whether the teacher will be put on a plan of improvement, or a dismissal process will be initiated. The administrator will assist the teacher who is performing below a satisfactory level with developing their personal improvement plan. The plan will be monitored by the Principal and may include additional training, mentoring, or classes as needed.

### **Administrator Evaluations – IDAPA 08.02.02.120**

A sub-committee of the IDCCRA Board will evaluate the Head of School and the performance of the IDCCRA contracted curriculum provider annually utilizing the Education Service Provider and Vendor Evaluation Instrument as identified in Appendix 6. The tool covers the following areas; general contract compliance, educational program, human relations, financial and operations, and student records and data. The sub-committee will make a recommendation to the Board of whether or not to continue the contract. The evaluation period will be from July 1 through June 30<sup>th</sup> annually. Please see Appendix 6 for the sample contractor services provider evaluation tool.

### **Background Checks – Idaho Code 33-5210(4)(d)**

All IDCCRA employees, board members, and volunteers, will be required to undergo and pass a State of Idaho criminal background check. A record of the employee background check will be maintained in the Certification Office at the SDE, and in the school employee's personnel file.

### **Health and Safety – Idaho Code 33-5205(3)(h)**

The IDCCRA Board will comply with the provisions of Idaho Code to ensure health and safety of staff and students by implementing safety policies and procedures. This will be accomplished by utilizing the Idaho School Boards Association Policies and Procedures Manual as a template for selecting, modifying, and adopting policies based on the requirements of IDCCRA. Policies will be evaluated on an ongoing basis, and will be incorporated into the school's Student Parent handbook as appropriate. Policies will be incorporated as appropriate into school handbooks and will be reviewed as needed in school staff development efforts. The IDCCRA administrative leadership will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.

Applicable Health and Safety policies and procedures would include:

- A criminal history background check for all employees in compliance with Idaho Code 33-130. This requirement will be a condition of employment.
- A requirement that all students have proof of immunization in compliance with IC 39-4801 or have a written parental waiver. Students will also be required to have a birth certificate in compliance with IC 18-4511 or other type of government issued identification prior to being enrolled.
- The adoption of policies to meet required building codes and allow the inspection of facilities by appropriate agencies in compliance with IC 33-1613.
- Providing training on appropriate reporting to the Idaho 211 Care Line and the Idaho Suicide Prevention Hotline.
- Anti-Discrimination (See Appendix 15)
- Sexual Harassment (See Appendix 15)
- Disciplinary Code included in the Student/Parent Handbook (See Appendix 15), which includes acknowledgement and compliance with the Code of Conduct and Acceptable Use Guidelines which includes guidance on:
  - Accountability
  - Inappropriate Behavior
  - Weapons
  - Threats
  - Tobacco, Drugs, and Alcohol
  - Cyberbullying
  - Student Internet Safety.

### **Disciplinary Procedures – Idaho Code 33-5205(3)(l) and 33-205**

#### **A Safe Place Where Students Have a Voice**

As part of IDCCRA's holistic approach to each student's success, it will offer a Social and Emotional Learning (SEL) program for grades 9–12. The SEL program is an important part of student learning. It will provide a safe place where the spotlight is on students.

During the school year, students attend advisory sessions in an online forum facilitated by a specially trained teacher. For their first two weeks in school, students participate each day to become familiar with the online experience and to get to know their classmates.

Through the program, students grow in five key social and emotional areas necessary for thriving in school and life:

- self-awareness
- self-management
- social awareness
- relationship building
- responsible decision-making

In the sessions, students discuss topics relevant to their lives, creating a strong sense of belonging and community among peers, as well as allowing the teacher to learn more about each student on a deeper, more personal level.

As a result of sharing in a respectful environment where people listen to and value those who contribute, the students discover a vital part of their personal identity—their own voice. And as their confidence and self-esteem grow, students begin to flourish in class and beyond.

### **Teachers Focus on Their Students' Well-Being**

Through the program, teachers will focus on their students' academic, social, and emotional well-being. For example, because of a deeper understanding of students' lives through group discussions, a teacher may learn that a participant is homeless. After addressing this issue with the student, the teacher will notify the counselors who will help the student connect to the services he or she needs most. The student's teachers will also be notified so that they can understand the student's issues and be prepared to help the student succeed academically.

Our teachers will be versed in facilitating discussions that connect students' real-life world to their academic studies. A teacher may open the day's discussion about an instance of social injustice reported in the news, and then draw the group into a conversation about a book they're studying, such as *Lord of the Flies*.

Through the SEL program, students who once felt like outsiders can discover the worth of their individuality within the community. They're developing life-changing skills that will help them be successful students, productive adults, and generous citizens.

### **Discipline**

At the beginning of each semester, a copy of the Student/Parent Handbook will be provided to enrolled students and parents. Material in the handbook will be reviewed and pertinent material covered. The review will constitute the basis for having informed students of the IDCCRA policies and procedures, and the requisite disciplinary actions should students fail to adhere to them.

Consequences of not adhering to IDCCRA policies and procedures include but are not limited to:

- Loss of privileges
- Letter sent to the parent
- Telephone call to the parent
- Student Parent conference with principal

- Suspension
- Expulsion

The principal will determine the appropriate consequences for infractions and reserves the right to choose any of the listed consequences, without regard to whether any other consequences have been previously used.

**Suspensions:**

The Head of School, Principal, or designee may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school within compliance of Idaho Code §33-205.

A Principal, Head of School or Assistant Head of School may temporarily suspend a student for up to five (5) school days.

The Head of School may extend this suspension for an additional ten (10) school days.

The Board may extend this suspension an additional five (5) days upon a finding by the Board that an immediate return to school by the pupil would be detrimental to other pupils' health, welfare or safety.

Any pupil who has been suspended may be readmitted to the school by the Head of School or Principal who suspended him/her upon such reasonable conditions as said Head of School or Principal may prescribe.

The period of suspension may be "suspended" or "deferred" to allow the student to continue with education, and the student may be required to participate in work and attendance as determined by the Head of School or the Assistant Head of School. If a student is suspended for inadequate attendance, they will be provided with information regarding options to transfer to other public school programs.

- A. Written Referral: Violations shall be presented in written form (such as an e-mail) and should be specific as to the misbehavior or breach of the Code of Student Conduct.
- B. Student Notification: The student will be placed on notice of the alleged violation by the Head of School or designee.
- C. Initial Conference: An initial conference (in person or by tele- or video-conference) shall be conducted by the Head of School or designee.
  - A. Charges and Evidence: The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
  - B. Parental Assistance: The Head of School shall make a good faith effort to employ parental assistance or other alternative measures prior to suspension. The Head of School may suspend the student immediately. The Head of School will take into consideration the seriousness of the breach of conduct;

whether the conduct is disruptive enough to require immediate suspension and/or if an emergency situation exists.

D. Parental Notification:

A. By Telephone or E-mail: The Head of School or designee shall make a good faith effort to notify the parent by telephone or e-mail of the student's misconduct and the proposed disciplinary action.

B. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the Head of School or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason for the action taken.

E. Board Notification: The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

F. Appeal or Challenge: If the student and/or parent(s)/guardian(s) wish to appeal or challenge the suspension, the Head of School or designee will schedule an informal meeting to discuss the charges, any evidence substantiating the charge, the sanctions imposed and the reason for such sanctions. After this informal meeting, the student and or parent(s)/guardian(s) may request a formal hearing before the board if they are still unsatisfied with the decision of the Head of School or designee. This formal hearing will follow the same pattern as those required for expulsions. This hearing should take place within thirty (30) days unless the student and/or parent(s)/guardian (s) request more time.

**Expulsions:**

Pursuant to Idaho Code § 33-205, the Board of Directors may deny enrollment or expel a student who is:

- 1) an habitual truant;
- 2) who is incorrigible;
- 3) for any violation of the Code of Student Conduct, or for any conduct which in the judgment of the board, is considered to be continuously disruptive of school discipline, or of the instructional effectiveness of the school; or
- 4) whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

A. Notice: The written notice by certified mail shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent(s)/guardian(s) may appear to contest the action of the Board to deny school attendance. The notice will state the rights of the pupil to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her. If the notice to the parent by certified mail is returned as unclaimed, the parent will be deemed to have been provided notice pursuant to Idaho Code § 33-205 and have waived the right to a due process hearing.

- B. Hearing: The Board of Directors shall have a full and fair formal hearing on the allegations set forth in the written notice.

This hearing shall occur within a reasonable period of time. The student and/or parent(s)/guardian(s) may request a delay in order to be prepared for the hearing. The hearing shall be held within 30 days of the notice of intent to expel, unless there are extenuating circumstances or a request for an extension of time has been granted to the student/family.

During this hearing the Student shall have the right to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her.

- C. Procedure: After proper notice as set forth above, the following procedure shall be used.
1. Opening Statements: Both sides shall have the opportunity for opening remarks or statements.
  2. Burden of Proof: The IDCCRA has the burden of establishing grounds for the expulsion of the student based on the allegations set forth in the written notice.
  3. Cross examination: The student or their counsel may cross-examine adult witnesses.
  4. Student's Case: The student or their counsel has an opportunity to present evidence and/or witnesses.
  5. Closing Remarks: Both sides have the opportunity to provide closing remarks.
  6. Decision: At the close of the hearing, the Board of Directors will retire to deliberate the case and upon reaching a decision will issue findings of fact and conclusion supporting their decision. Upon a motion made in open meeting, the Board will issue the approved Findings, Conclusions and Decision. A copy of which shall be delivered to the student/parent(s)/guardian(s).
- D. Truancy: Any student who is suspended on more than one occasion in a six (6) month period for inadequate attendance; or whose "attendance" at school violates the attendance regulations of the Board as detailed in this policy; or whose attendance is of a sporadic and inadequate nature without justification or extraordinary circumstances may be determined by the Board of Directors to be an habitual truant and may be expelled after notice and a hearing as set forth above.
- E. Special Education Students: Students enrolled in special education or on a 504 Plan will not be suspended or expelled without consideration by a manifestation determination to assure the provisions of FAPE are consistent with the requirements of the IDEA and Section 504.
- F. Reenrollment: Any student who has been expelled may appeal to be reenrolled in the school, after the terms/time limit of the expulsion has been completed by the student, pursuant to the procedures outlined in Idaho Code §33-502. Approval must be granted by the Head of School and the Board of Directors. The Board will notify the parent(s)/guardian(s) of the student in question, in writing by certified mail of the date and time of the reinstatement hearing. The hearing will be a face-to-face meeting before the Board of Directors (if a quorum can be

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obtained) or a telephone conference with a quorum of the Board of Directors in attendance.

- G. Withdrawal: The parent and student may determine based upon the availability of the identified caring adult and the student's commitment to schooling at home, that IDCCRA is not the better alternative for the education of the student. This decision should be discussed with the School. If the decision is made that the student should withdraw and transfer to another school within the student's residential district, information regarding said transfer will be provided to parents by the School consistent with the policies of the residential and chartering entity.

### **Contacting Law Enforcement – *Idaho Code 33-210(3)***

IDCCRA recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. IDCCRA will do what it can to help students overcome the desire to utilize illegal substances and be successful in school. If it is suspected that a student is using illegal substances or participating in potentially harmful practices, the parents will be notified. If a student is caught violating state law, law enforcement authorities will be called and the student reported. The parents will be able to utilize school counselors to help identify organizations that provide interventions for individual dependencies. Student behavior could also lead to suspension or expulsion from school. The Student Code of Conduct and Acceptable Use Guidelines are included in the Student/Parent Handbook which will be provided to families during enrollment prior to the beginning of school.



# **Tab 7**

## **Admissions, Discipline, Student Policies**

**Admissions Procedures – Idaho Code 33-5205(3)(j)**

IDCCRA will be open to all students. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho. The Board may choose to charge fees as allowed by state law.

The enrollment deadline from year to year could change based the start date of the annual school calendar adopted by the Board each year. Enrollment deadlines will be posted on the website and advertised during each enrollment period. Families calling to enroll a student after the enrollment deadline for the current year or semester will be informed of the enrollment deadline and of the start date for the coming semester. If a family's desire is to leave the student enrolled for the coming semester or year, the student will remain enrolled and orientation information will be sent to the family. The material includes information for the student and family that demonstrates how students and parents login and utilize the system, summer activities, and opportunities for families to begin making connections with other families if they desire.

The request for admission and enrollment will be conducted online. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho may complete an application for enrollment. Requests for admission must be completed before the posted enrollment deadline. Otherwise, enrollment will be allowed for the following semester.

The enrollment area for the IDCCRA will be the statewide. Once a student is enrolled, the student will not be required to reapply each year thereafter.

IDCCRA has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable State Board Rule.

**Waiting Lists – Idaho Code 33-5205(3)(j)**

There will not be an enrollment cap utilized at the IDCCRA. The educational delivery model is scalable. If a student completes enrollment prior to the posted enrollment deadline, the student will be allowed to attend school. As a result, an admissions preference will not be required.

The goal of the IDCCRA marketing effort will be to meet enrollment goals in alignment with the 3-Year Operating Budget in Appendix 8. The initial goal is to open with 200 students, then grow 50 students per year. As described in Tab 8, The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness. K12 will be responsible for meeting enrollment goals.

**Public Notice of Enrollment Opportunities – Idaho Code 33-5205(3)(s)**

Enrollment activities will take place year-around. The number of and the different promotional activities will fluctuate depending on the time of year. A higher level of promotional activity, for example, will take place in the summer than throughout the year. Fewer promotional activities will take place after the beginning of a semester.

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Families reaching out to enroll after enrollment deadlines will be made aware that the enrollment deadline for the current year has passed, and informed that their student will be eligible to begin school in the coming year.

The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness as described below:

- IDCCRA representatives will meet with community leaders, including those in minority and low income areas, both urban and rural, to inform students.
- Information sessions open to interested families and the general public will be held in communities throughout Idaho and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the IDCCRA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school will establish a call center to provide information to prospective applicants.
- IDCCRA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for IDCCRA will be available online as well as at IDCCRA's administrative office.
- After initial enrollment is finalized, parents of students enrolled in IDCCRA will be invited to one of several parent orientation sessions that will be conducted throughout the state. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies
- IDCCRA will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries.

### **Denial of Attendance – *Idaho Code 33-5205(3)(i) 33-205 33-206***

The following is a description of the school's denial of attendance plan for students who are or has been:

- Habitually truant,
- Incurable,
- Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness,
- Detrimental to the health and safety of the other students, or
- Expelled from any other school district or state.

Pursuant to Idaho Code § 33-205, IDCCRA Board of Directors may deny enrollment and attendance to any student who has been expelled from another public school district (LEA) within the state of Idaho or any other state.

IDCCRA recognizes that due to the unique educational structure of the educational program, a student who has been expelled from another public school district (LEA) may be able to attend IDCCRA and continue their educational advancement, without any risk of harm to other students, faculty or school facilities.

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When a student who has been expelled from another school district (LEA) seeks to become enrolled at IDCCRA, the Administrative team of IDCCRA shall communicate with the prospective student (parents) and the student's former school district (LEA) to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any danger or risk of harm to other IDCCRA students, IDCCRA faculty or IDCCRA property. If it is determined that there is no risk of harm to other students, faculty or property and IDCCRA can provide an education to the child, the Board of Directors has authorized the Administration to enroll the student, based upon a behavioral plan individually created to address the specific disciplinary issues for the child. Should the Administration determine that enrollment of the child would pose a danger to other students, faculty or property which cannot, in the judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into IDCCRA. Should a student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board to contest this decision.

#### **Internet Use – *Idaho Code 33-132***

The Student/Parent Handbook addresses IDCCRA Student Code of Conduct and Acceptable Use Guidelines designed to ensure that all students are aware of and understand their responsibilities when accessing and using IDCCRA resources. Failure to follow this policy could result in the removal of access to IDCCRA instructional computing resources, which could result in the inability to complete learning activities. The Student/Parent Handbook will be provided to families during enrollment prior to the beginning of school. Parents will be required to acknowledge that they have reviewed the Student/Parent Handbook.

#### **Student/Parent Handbook – *Idaho Code 33-5205(3)(m)***

Once the IDCCRA charter is approved and an administrator and staff hired, IDCCRA will produce a complete Student/Parent Handbook that will describe rules and procedures to enrolling families. The handbook will be distributed as part of the enrollment process to enrolled families at the beginning of each semester, and will be posted online. It will also be distributed electronically each semester to all returning families. Parents will be strongly encouraged to assure, as part of the enrollment process, that they have reviewed the Student/Parent Handbook.

The handbook will be evaluated and updated annually, and then approved by the Board.

A current draft of the Student/Parent Handbook is included in Appendix 15. A final copy will be completed and approved by the Board prior to the beginning of school.

# **Tab 8**

## **Business Plan, Transportation, School Lunch**

**Business Plan - IDAPA 08.02.04.202 and 08.03.01.401.10**

**Business description**

IDCCRA, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

**Marketing plan**

The goal of the IDCCRA marketing effort will be:

- Educate residents of Idaho that they have a choice when it comes to their child's education options
- Provide in person opportunities for prospective families and community members to socialize and learn more about our school(s)
- Sponsor/participate in family and education oriented events throughout the state to engage/support local communities
- Share positive school performance, student, parent and teacher success stories through earned media in partnership with our Public Relations agency. Deliver these stories across multiple channels including TV, Radio, Print and online resources.
- Utilize social media to engage with industry experts and enrolled families to show support of our school options

The initial enrollment target is to open with 200 students, then grow 50 students per year. The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness as described below. K12 will be responsible for meeting enrollment goals.

- IDCCRA representatives will meet with community leaders, including those in minority and low income areas, both urban and rural, to recruit students.
- Information sessions open to interested families and the general public will be held in communities throughout Idaho and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the IDCCRA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school will establish a call center to provide information to prospective applicants.
- IDCCRA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for IDCCRA will be available online as well as at IDCCRA's administrative office.
- After initial enrollment is finalized, parents of students enrolled in IDCCRA will be invited to one of several parent orientation sessions that will be conducted throughout the state. At the orientation session, parents will meet the administrative

staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies.

Marketing tactics designed to meet the IDCCRA goals include:

- Online Marketing: Banner & SEM
- Television
- Print Ads
- Radio
- Electronic Communications (emails)
- Direct Mail
- Grassroots Initiatives
- In-person & Online Events
- Sponsorships/Partnerships

Examples of strategies used to accomplish the above marketing tactics might include:

- Television
  - Direct Response:
    - Formulaic, informative feel
    - :60 & :120 formats
    - Phone number, web address, school specific call-to-action (CTA)
  - Emotive/visceral:
    - Focuses on the power of our core message (individualized learning)
    - Dependent on strong :30 and :60 spot to capitalize on available inventory
    - Tends to lift other measurable channels (SEM, inbound calls) and includes school branding
    - Spot example: <http://bit.ly/nanthem>
  - Hispanic TV:
    - Overall, generates a strong call response but low web traffic
- Radio
  - Utilizing traditional spots in top stations in key markets
  - Also airing in rural/non-measured markets on recommendation of paid agencies
  - Utah Spot example “Scholar”: <http://bit.ly/q4utrdo>
- New Media
  - YouTube
    - Pre-roll vide ads, users opt-in
    - Reaching out to behavioral (family/parenting interests) and demographic segments (age/gender)
    - Spot examples:
      - “You Have a Choice: : <http://youtu.be/qh1jSmUPX-g>
      - “Anthem”: <http://youtu.be/q938QqKlpgA>
  - Facebook
    - Standard Ads
      - For lead generation, reaching out to HS students and parents, within specific interest categories
    - Custom Audience

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- Reaching out to an audience who has submitted a lead to K12 but has not yet enrolled
- Facebook Exchange
  - Reaching out to people who have visited K12 from Facebook ad
- Lookalike Campaign
  - Reaching out to people who have “similar” demographics to the list of individuals who submitted a lead to K12
- MSA-specific outreach campaigns
  - Identifying and reaching out to key segments: at-risk, underserved, low income, etc.
  - Develop relationships with local media buying agencies to assist in identifying value-add opportunities in key segments.
  - Engaging partnerships/sponsorships to focus on reaching key segments with meaningful experiential events
- Identify opportunities to demonstrate the success of online learning through firsthand accounts/stories from families and staff
  - PR agency assists in pitching student and school success stories
- Local Development Managers drive local marketing initiatives and tactics that include:
  - Strategic partnerships with local organizations who serve/support key segments
  - Participation in fairs, festivals and other local community events
  - Outreach to local community influencers
  - In-person and online information/conversion events

### **Management plan**

A copy of the Idaho College and Career Readiness Academy /K12 Virtual Schools L.L.C. Educational Products and Services Agreement is found in Appendix 6 of this petition. Before entering into this agreement, the board determined that K12 Inc. provides for a well-developed and viable management structure. Roles and responsibilities are also covered in Tab 2 in Administrative Services and Tab 5 in Governance.

The requirements for services and performance are clearly laid out in the services agreement with K12 Inc. The board will evaluate K12's performance annually utilizing the Evaluation Tool in Appendix 6. The Board will review monthly finance reports, monthly academic reports, evaluation of the data on student withdrawals and year over year retention rate, and most importantly student academic achievement. The Head of School will be required to provide this information at each board meeting. Even though the Head of School is not employed directly by the Board, the two entities must work hand in hand in order for the school to be successful. Establishing a strong line of communication and partnership between the Board and K12 Inc., the Board and the Head of School, and among all parties and the authorizing authority will be vital to the success IDCCRA is able to provide for students. The board has the authority to ask for additional information to review relative to the operation of the school if they desire. If the HOS is not responding to requests to the Board's satisfaction, the Board does possess the authority to consult with K12 Inc. about potential ineffectual performance provided by the HOS.



Resumes of the IDCCRA directors and the petitioning group list are included in Appendix 5.

### **School's financial plan**

#### **Budget**

The budget for IDCCRA will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education. Budgets will be presented annually at a public hearing in June of each year. Board approved budgets will be delivered to the State Department of Education as required prior to the start of the school year. Copies of the budget will be provided to the authorizing body. The budget will be prepared, approved and filed as prescribed by the State Department of Education guidelines.

Fiscal oversight will remain the responsibility of the IDCCRA Board. Revenues estimates will be based on Support Unit Calculations, Salary Based Apportionment, and Transportation and Technology calculations. Revenues will transfer from the Idaho SDE to the school. In order for the transfer to take place, the school will acquire a DUNS number and a SAMS account.

Expenses will be coded by the business manager. Checks will be cut by the Central Office and returned to the business manager to be mailed.

The business manager will monitor the cash flows daily.

Fiscal reports summarizing revenues, expenses, and cashflows will be prepared and submitted to the Board monthly. The monthly reporting will ensure that IDCCRA stays on track throughout the year. The Board can request special meetings or request additional financial information at their discretion. The Board treasurer will approve all detailed revenues, expenses, and cashflows before they are sent to Shared Services for processing.

IDCCRA will have a fiscal audit conducted annually to ensure financial integrity. Balancing entries will take place at the conclusion of the audit.

**Start-Up and Long Term Budget:** The three-year operating budget, the first year month-by-month cash flow form, and the budget assumptions are included in Appendix 7, 8, and 9.

**Income Sources:** Funding sources will include state allocation per pupil and an Albertson Foundation Charter Start Grant.

1. State and Federal revenues will be received via direct deposit.
2. Miscellaneous cash/check receipts will be received and deposited within 7 days of receipt
3. The business manager will make deposits and check for accuracy
4. Business manager distributes to accounting office for processing

IDCCRA will not participate in fundraising activities.

**Purchasing Process:** IDCCRA Business Manager will confirm procedures for procuring goods and services, with approval of the Board of Directors. Initial sample of a possible purchasing process could look as follows:

1. A budget is approved by the board
2. Purchase requests are approved by the HOS
3. Business manager reviews invoices, codes them, and sends to the Board Treasurer for approval
4. Invoices go to accounting office, who cuts the check
5. Checks come to business manager for signature and mailing.

**Payroll Processing:** Payroll will be fulfilled by the IDCCRA Business Manager, with approval of the Board of Directors.

**Financial Management:** The accounting records will be kept in accordance with generally accepted accounting principles.

**Pre-opening plan and timeline**

Please see Appendix 11 for the Pre-Opening Timeline

**Transportation Services** – *Idaho Code 33-5205(3)(t) and 33-5208(4)*

As a virtual charter school, transportation services will not be required for academic attendance. Transportation to and from social events will be the responsibility of the students/families. Students under the age of 18 must not be the driver of any non-related students.

For students attending Special Education services, reimbursements for travel will be made. If a parent cannot transport the student, arrangements will be made for the student to be transported to and from the Special Education services meeting.

**School Lunch Program** – *IDAPA 08.02.04.202 and 08.03.01.401.10*

As the IDCCRA will be a virtual school, it will not participate in the federal student lunch program and will not provide school lunches. Free and reduced lunch data will be collected during enrollment.

# **Tab 9**

## **Virtual Schools and Online Programs**

**The Virtual School**– *Idaho Code 33-5202(a)(8)*

Public Virtual School is defined in Section 33-5202A(8), Idaho Code, and means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. IDCCRA meets this definition by delivering a full-time, sequential program of synchronous and asynchronous instruction primarily through the use of technology via the internet for students in grades 9-12.

As stated in Tab 3, the vision of the IDCCRA board is to create a virtual high school that would provide opportunities for all students in Idaho to attend a high school that can provide the technical job skills currently required by Idaho industries. Many of the educational districts in the major population centers of Idaho have already created Brick and Mortar Professional-Technical Schools. These schools provide young people in those geographic locations with unparalleled access to occupational skills. The gap, however, is being able to provide these opportunities to the academically at risk, underserved, or geographically dispersed students in Idaho that do not have access to those opportunities. IDCCRA will be unique from all other virtual schools in Idaho in that we will offer an occupational sequence of instruction as demonstrated in the Career-Technical Education (CTE) cluster outlines in Appendix 23. Our students will graduate with the foundational skills required to be successful in pursuing post-secondary or occupational certifications.

The ability to offer CTE courses virtually is a result of the evolution of occupational requirements in industry, and the evolution of education delivery methods. Historically, occupational education has been about providing the required training based on the industry needs of the time. During the Industrial Revolution, the required occupational training was predominantly hands-on. Using machines in a manufacturing facility required being in the facility and actually working the machines. Fast forward to the Information Age, we discover that the needs of industry have evolved with the introduction of computers and computerized applications.

Educational delivery models have also evolved. With the advent of more sophisticated computer programs, increasingly sophisticated content is able to be delivered online. Automated Manufacturing, for example, now requires operators to write computer programs to manipulate manufacturing machines. In many instances, the operator is not even required to be in the same vicinity of the machine being operated. Emulation programs allow computerized manufacturing machines to be manipulated and tested from just about any computer with the appropriate configuration. Reprogramming the Mars Rover could be an example of manipulating machines remotely. As a result of these shifts in industry, it is now appropriate for CTE courses to be offered virtually. This will allow students to acquire both the technical and technological skills needed to succeed in industry jobs of the future.

The evolution of educational delivery models is also leading to an increased use in simulation training which is gaining favor in some educational settings over didactic training. Didactic training includes the use of books, lecture, and demonstration to change knowledge. Simulation training utilizes modeling to increase competency and skill. Virtual simulation allows for detailed observation in a cost effective environment.

An increasing number of medical institutions are moving away from pure didactic training, and toward more medical simulation-based training for health care workers. Medical simulation training allows for development of such experience before medical staff performs procedures on

real-life patients. Simulated encounters with patients in a virtual environment, for example, can be repeated over and over in an effort to develop competence on a specific standard. Virtual simulation can also be used as a competency based assessment tool.

Simulation also allows students to complete repetitive tasks without the expense associated with using expensive equipment. 3D simulation with machine control software for dynamic simulation and graphic tracking of CNC mills and lathes, for example, simulates the entire machining process, accurately reflecting the movement of machine components and tools, and the changing of raw materials into finished parts. The virtual CNC machines respond to errors and environmental conditions in the same way as safeguards on real machines to prevent injury and damage. Safety measures might include halting program execution upon impact or axis limit, and warnings of unsafe hardware conditions.

Virtual courses consist of 100% on-line, on-demand e-learning with interactive simulations that deliver relevant skills for students. With virtual courses, you can reach more students, cover more subjects and accommodate any budget by eliminating or deferring the hardware costs.

TeraSim Virtual Patient Simulation "Simulation Training vs. Didactic Training" May 2013. Web. 22 Nov. 2013  
<http://www.therasim.com/medsim/simulation-training-vs-didactic-training/>

### **Learning Management System – Idaho Code 33-5205(4)(a)**

The IDCCRA Board will retain oversight and control over the school's educational program, finances, and employees. The Board has selected K12 as its education partner. The roles of the relationship with K12 are clearly defined in Tab 2, Tab 5, and Tab 8. A copy of the services agreement is included in Appendix 6 and the evaluation tool that the IDCCRA Board will use to evaluate K12s performance as outlined in the Services Agreement is included in Appendix 6. Costs and services are clearly delineated in the Services Agreement.

Students, parents, teachers, administrators and the Board may continuously measure and receive reports on student achievement gains during the school year using the school's learning management and student information systems. Using these systems, the school will deliver the curriculum to its students and permit teachers and parents to see, at every moment, how the student is progressing. These systems provide each student with an individualized learning experience. The school will be using the following management tools which are components of the education program that K12 will provide to the school.

### ***Learning Management System (LMS)***

The LMS is an intuitive, web-based software platform. It provides access to more than 22,000 online lessons and courses; lesson/unit/term assessments; hands-on activities; alternative learning approaches; classroom collaboration tools; and optional and supplemental lessons and activities, as well as lesson planning and scheduling tools and progress tracking tools. Students, parents and teachers can access the LMS with an Internet connection at any time.

K12 will utilize a customized platform provided by Pearson eCollege as its LMS for IDCCRA. This platform is currently used by all the K12 secondary school programs around the country and fully integrates with K12 courses. As a result, K12 has extensive experience on how to utilize the LMS for effective learning through state-of-the-art distance learning techniques.

IDCCRA will use the suite of curricula provided by K12, including the award-winning K<sup>12</sup>, Aventa and A+ curriculum, per student need as determined by the academic administrators and teachers.

The K12 designed curriculum is based on more than fifty years of cognitive science research in the following areas:

- how students learn;
- the structure of expert knowledge in school subject areas;
- general instructional design principles, including research-based e-learning methods; and
- methods for teaching specific topics and addressing possible misconceptions on those topics.

To insure that they draw on methods shown by scientific research to be effective in improving learning, K12 has dedicated an Evaluation and Research team to reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curricula.

The K12 curriculum is also aligned to the mission and philosophy of IDCCRA to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise
- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match
- Beautiful, printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course
- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances
- Clear assessment tools to measure mastery of lesson objectives, using both online and off-line tasks to carefully probe mastery

For any given lesson, the curriculum development team at K12 creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich K12 experience that is unlike any other.

K12 utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K12 materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

Aventa Learning by K<sup>12</sup> has received national recognition for its thoroughly researched, carefully crafted, multi-media online curriculum. Aventa offers more than 140 online courses for middle school and high school students in grades 6-12. The breadth of its curriculum is extensive and includes Advanced Placement® (AP) courses, core courses, foreign languages, and credit recovery courses with ELL support. Its curriculum is offered in a rich, multi-media format, which includes avatars, Flash simulators, and videos.

As part of our commitment to staying current with leading-edge learning techniques, Aventa online courses are crafted based on recent research and educational developments, including Howard Gardner's Multiple Intelligences Theory, research by Alan Cohen and other important findings.

A+ provides research-based core curriculum instructional software for kindergarten through adult learners. A+ courseware is currently in use in over 15,000 public and private K–12 schools, charter schools, colleges, correctional institutions, centers of adult literacy, military education programs, and after-school learning centers.

K12 has won numerous awards in recognition of its web-based curriculum, innovative program, and leadership in the field of online and blended learning including:

- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* program (online and offline)
- Finalist, 2012 EdTech Digest Digital Textbook Award for *World History: Our Human Story*
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Reading and Language Arts category for Kindergarten Language Arts program (online and offline)
- Winner, 2011 Readers' Choice Award by *District Administration* magazine: Online Education Curriculum
- Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program
- Finalist, 2011 AEP Distinguished Achievement Awards
  - Science: Environmental Science course
  - Science: Virtual Labs/Biology
  - Technology: Timed Reading Practice
  - Math: Math+ Program
- Finalist, 2011 The Software Information Industry Association, CODiE™ Awards
  - Best Mathematics Instructional Solution: Math+

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- Best Public Virtual School Solution for Students to K12 Inc.
- Winner, 2010 United States Distance Learning Association (USDLA) 21st Century Best Practices Award to K12 Inc.
- Bronze Award Winner, 2010 USDLA Best Practices in Distance Learning Programming: *K12 Inc. Honors Earth Science Program*
- Winner, 2009 AEP Distinguished Achievement Award, High School *Algebra* textbook
- Ohio Virtual Academy and Pennsylvania Virtual Charter School, Parent's Choice Winners in GreatSchools.net/*Business Week* January, 2009 School Rankings (*Both statewide online public schools use the K<sup>12</sup> curriculum.*)
- Co-Recipient with Florida Virtual Academy, 2007 ITFlorida Government Technology Leadership Award
- ComputED's Education Software Review Award for Innovation, 2007 Winner: *K<sup>12</sup> Online School (Learning Management System)*
- Finalist, 2006 AEP Distinguished Achievement Award for K<sup>12</sup> Grade 4 Art

### ***Lesson Planning and Scheduling Tools***

The K12 lesson planning and scheduling tools enable teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a student progresses through each lesson and course, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Changes can be made to the schedule at any point and the remainder of the student's schedule will automatically adjust. Students and teachers will use these tools to establish assignment dates, and are designed to provide students and parents the visibility into upcoming assignments and course progress.

### ***Progress Tracking Tools***

Once a master course schedule has been established by a high school teacher in the LMS, content units and assignments are delivered to students based upon the schedule. Each day, a student is initially directed to a screen listing the upcoming assignments for the course, as well as specific teacher-created announcements that assist in guiding the student's activities for the day and/or week. As each lesson is completed, the student returns to the day's assignment list to proceed to the next activity. The progress tracking tools allow students, parents and teachers to monitor student progress in each course.

### ***Student Administration Management System (SAMS)***

SAMS, the master digital database, captures raw student data, stores it, organizes it, and integrates with other systems. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. TotalView School and MyInfo are two sides of SAMS. They are applications for administrators, teachers, parents, and students to use that display the information stored in the SAMS database. TotalView School serves the school—teachers, administrators, and other staff—by providing a secure, internal communications tool, an overview of their students' current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. Parents and students use MyInfo as a secure communications tool to track students' course progress, grades, and attendance history, and to check the status of course material shipments.

### **The Online Teacher – Idaho Code 33-5205(4)(b)**

Students are served – in every course – by Highly Qualified Idaho certified teachers who are experts in their field of study and in the most effective online instructional techniques. This means that students taking 5 or 6 courses will most likely have 5-6 different teachers – one for



each subject. It is the teacher's personal responsibility to ensure the academic success of each individual student in their class. Teachers are able to track progress of every student daily utilizing the LMS. Teachers will be able to tell at any time when the last time a student logged in, how much time was spent in the lesson, how much time was spent working, and which specific assignments were turned in. They engage students in the coursework and continually motivate them, monitor student progress in the course, as well as grading and providing instructional feedback on assignments. Students learn from this feedback and then revise their efforts for future assignments. They set the pace of the course through defining daily assignments and setting due dates, and support students through the use of synchronous (real time) and asynchronous (recorded sessions to review and refresh/remind/reteach) methods.

Learning coaches are usually parents or guardians, but can be any caring adult that the parent or guardian assigns to serve as the 'eyes and ears' and who work in conjunction with the teacher to ensure student success. The learning coach assumes the role that any parent would assume in their student's education; to help ensure that the student is logging in daily and participating in school. They are responsible for confirming:

- Materials and equipment are received
- Computer equipment is working and reliable
- There is constant connectivity to the Internet
- Students are completing their daily assignments
- Students are submitting all required assignments to teachers on or before the due date
- Encourage and motivate students daily
- Check for student understanding of their coursework

Learning Coaches also work directly with teachers and Homeroom Advisors when support is needed to ensure student success.

Instructional strategies provided through synchronous and asynchronous methodologies must be rooted in scientifically proven methods, supported by data, in order for student achievement to be effectively improved. Live online instructional sessions are provided daily. Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history, and science.

### **Teacher to Student Interaction – Idaho Code 33-5205(4)(d)**

Teachers will provide both synchronous and asynchronous instruction, and support to students and their learning coaches by phone, email, web conferencing and Instant Messaging. The teacher will provide direct instruction through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. In addition to the direct instruction sessions, teachers will conduct academic conferences with the learning coach and student, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons.

Teachers will be expected to contact students/Learning Coaches once a week to speak to the student's progress and concerns. If a student is having problems in class, the teacher, student, and LC can develop a strategy for helping the student get back on track. Teachers will make calls to the student to encourage them to attend extra classroom hours and tutoring sessions,

but it will be critical for the LC to ensure that the student attends. If the task of being the LC becomes overwhelming for a certain parent, we can ask the family if there are other responsible adults that can participate in the role of LC. Multiple LCs are allowed and it would be expected that if more adults are interested in the student's well being, the more likely it will be that the student will participate and be successful. If a student is excelling in the class, the student will be able to work ahead.

Teachers will have regular classroom hours where they will be available to students at specific times in the day. Classroom hour availability will be two hours per week for each class. That will provide a varying amount of times that an instructor will be available to a student to help answer questions. It will be the expectation that teachers will respond to student questions within 24 hours (school days only) and return graded work within 3 school days. Large projects and research papers will be returned as quickly as possible.

Teachers will regularly review data from state and school based assessments to determine a student's need for additional instruction. Based on data, teachers may direct students to attend one on one tutoring sessions, complete additional assignments in the online school or through Study Island or assignments created directly from Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to provide point in time assistance to students. Data is a tremendous tool that allows true differentiated instruction to occur at the point that will have the most impact for students.

**Methods of Instruction:**

- Online units and lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning
- Synchronous Instruction: Live online instructional sessions are provided daily.
- Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history and science.
- Asynchronous Instruction: All synchronous sessions are recorded and made available to students within their online course and course recorded library.
- Mini-lessons are pre-recorded to provide an introduction to new concepts, direct instruction and modeling of current course objectives, and a review of previously taught standards and objectives.
- Learning centers that provide in-person, tutoring in core subject areas.
- Advisors, Counselors, and Social Workers to support students, at differentiated student ratios based on at-risk characteristics of students served.

All students are assigned to a Homeroom, in which a designated certified teacher advisor provides additional guidance and academic/attendance support. This program allows students to quickly get acclimated to the school, policies, and procedures, learn valuable time management and study skills.

Homeroom Advisors monitor students' overall academic 'health' and attendance. They effectively "tie together" the students' educational experience at the school. They may follow students from grade to grade, and are responsible for building the school's student community which is connected to a larger National Student Body of students at other K12 network schools nationwide. They may serve as the instructors in orientation courses, to ensure that students

are ready to learn and to succeed in IDCCRA. In addition, they serve as an important administrative resource – helping to pull together teachers and learning coaches for conferences when students need help. Homeroom Advisor Teachers will hold a formal Parent/Teacher conference once per semester to discuss students' progress in school.

Academic Counselors will be available to assist students in selecting the correct pathway through high school, and to draft their post-graduation plans. Counselors are also crucial in that they assist students with non-academic issues related to social, emotional, or cognitive development and personal health and safety.

For students who qualify for special education services, a special education team, which at a minimum includes the parent(s), a general education teacher, a special education teacher, an administrator, and optimally, the student, to determine initial and tri-annual renewal of the student's eligibility, and develop and annually review the student's IEP which includes a transition plan for secondary students. The Special Education Teacher is responsible for monitoring progress towards IEP goals. The special education teachers partner with the student's assigned teachers in co-teaching activities that support special needs students learning providing accommodations and modifications as necessary and relevant to the student's performance. They provide suggestions/guidance to the student's assigned teacher on accommodations/modifications to be made to lessons or provide them directly to the students. They also support parents of the student to help them better support the child in the home learning environment in so far as the parent is willing and capable of providing special education services and being the learning coach. IDCCRA, however, is ultimately responsible for providing special education services to the student on an IEP. Our school also ensures – where appropriate and applicable – the delivery of other services to support students.

### **Student to Student Interaction Opportunities – *Idaho Code 33-5205(4)(g)***

Establishing a sense of school community is a high priority of IDCCRA and is an important part of a successful virtual school in just the same way as in a traditional school. Because we are not a physical school, we do not offer the same array of extracurricular offerings. We will, however, use newsletters, message boards, and an IDCCRA website to post recommended activities, identify interesting places for field trips, and facilitate events and gatherings, and list suggestions from other parents about what is enriching their children's lives.

In addition to student interaction during online class time, our extracurricular activities will focus on developing a strong sense of “community” among our students. Throughout the year, students will be invited to participate in school outings, field trips (e.g., to historical sites, museums, zoos), picnics, and other social events. We expect local clusters of students and parents to get together on a regular basis in their areas. We will also explore new ways to interact socially using the powerful reach of the Internet. With online discussions and forums, new types of communities can be formed that are based not on geography and place but on shared interests.

Examples of Parent Support and Student Enrichment includes:

- Learning Coach Support
  - Learning Coach Institute – sessions to help onboard new families
  - Mentor Circles – informal sessions to connect parents
  - Ongoing Parent Education – in-year speaker series sessions

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- Co-ops – documents and guidance on where to go to connect and how to start a co-op
- Roundtable Sessions – topic-specific sessions
- Booster Program – local parent volunteer program
- Learning Coach Live – a widget that provides live assistance to families
- Brown Bag Sessions – listening sessions for school staff to hear from parents.
- 
- Student Enrichment
  - K12 International Clubs – Over 100 online clubs available worldwide
    - Examples include: Stock Market, Creative Writing, Chess, Quiz Bowl, Foreign Languages
  - Student Competitions including Art Competition and National Spelling Bee
  - Charitable Opportunities including Alex's Lemonade Stand Foundation, American Red Cross, Seeds of Change
  - K12 Summer camps - 24 online camps over the summer

IDCCRA plans to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.) IDCCRA teachers will be in charge of monitoring student clubs. IDCCRA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. Students in the school council club will have the opportunity to provide input into how better to engage students and make them successful in an online environment.

Additionally, IDCCRA's students will be able to connect with K12 students around the world in robust online extracurricular programs via K12 International Clubs. These clubs for students in Grades 9 to 12 include, for example, Book Buddies, Brain Teasers, Culinary, Creative Writing, Debate, Forensic Science, Geography, Health and Fitness, Music, Math, MS International, Photography, Sports, Story Seekers, Virtual Field Trips, Volunteer, and Yoga.

In order to develop interest and to recruit students to clubs, IDCCRA will list clubs and activities, and host a web-based "Meet the Clubs and Activities" night that leads to greater student awareness and participation of the school's offerings. Each interest or activity group develops a presentation for *Blackboard Collaborate*. All of these clubs will have a space on thebigthink12 (an online community designed to bring together our parents, high school students and schools to share information and resources specifically focused on their school) and students are encouraged to share their ideas and thoughts on each club space.

The IDCCRA administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning.

### **Professional Development – Idaho Code 33-5205(4)(c)**

Teachers and Staff benefit from K12's Academic Services Group's ongoing professional development which provides a variety of resources to support teachers in their roles, particularly in the areas of curriculum and instruction. Professional development opportunities are a combination of K12's best practices and training along with required annual professional development for all teachers. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have a combination of required professional development as

deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest.

Professional development will begin as soon as the new teacher is hired with Virtual New Teacher Training (VNTT) for new teachers and staff, and continues with ongoing training monthly for new and experienced teachers. VNTT is designed to help new teachers get a fast start with the K12 model, K12 curriculum, K12 systems, communication, instruction, accountability and community through customizable paths. VNTT content is designed to be flexible and customizable to teacher needs. Please see Appendix 12 for the VNTT Syllabus. Returning teachers will be required to complete online refresher training highlighting updates of curriculum and/or systems.

In the week prior to the beginning of school, IDCCRA will conduct pre-opening Face-to-Face training for teachers to collaborate and share best practices based on what they have learned in getting ready to setup classrooms and begin the new school year. Pre-opening Face-to-Face in-service events will take place annually at the beginning of the school year. Pre-opening in-service days are identified in the draft school calendar included in Appendix 16. Training events or book reviews, at the discretion of the HOS or teacher leads, may take place weekly during team staff meetings. Examples might be understanding CCSS or working with underserved and lower socio-economic students.

Ongoing Professional Development will consist of monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered include assessment, technology, instructional strategies, and content, for example. An online real-time presentation tool is used to facilitate professional development.

Teachers are provided with necessary technology equipment, e-mail accounts, a dedicated teacher help desk for technology support, online classrooms, and operations support. Additionally, teachers are provided access to a comprehensive set of teacher and administrative tools, including customized reporting, to enhance effectiveness. FAQ's are also available to help teachers troubleshoot issues as they arise.

Many of the student supports and services, such as online videos on logging in, navigating the LMS and classrooms, finding, completing, and turning in assignments, calendars designed to help organize time efficiently, are also support services to the teacher as they aid the teacher in providing a successful student experience.

### **Teacher Evaluations – IDAPA 08.02.02.120**

The teacher evaluation is designed to help all highly qualified teachers become highly effective virtual educators. The following beliefs should guide the teacher's development in this process:

- Effective teachers believe that all students can learn.
- Effective teachers are caring, fair, and respectful.
- Effective teachers hold high expectations for themselves and their students.
- Effective teachers dedicate time for preparation and reflection.
- Effective teachers are continuous learners.
- Effective teachers provide critical feedback for their peers.
- Effective teachers receive critical feedback from their peers, students, and learning coaches.

Teacher evaluations are designed to serve two purposes: to measure teacher competence and to foster professional development and growth. The IDCCRA teacher evaluation system will provide teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from administrators and other teachers on how to make changes in their instructional strategies. To achieve these goals, evaluators will first set specific procedures and standards. The standards will follow Charlotte Danielson's Framework for Teaching:

- Planning and preparation,
- Classroom Environment,
- Instruction, and
- Professional responsibilities.

Teacher evaluations will consider a variety of teaching skills in a variety of ways including:

- Observing classroom activities. The goal of class observations is to obtain a representative sample of a teacher's performance in the classroom. Observations can be formal and planned or informal and unannounced. Both forms of evaluation can provide valuable information.
- Reviewing lesson plans and classroom records. Lesson plans can reflect how well a teacher has thought through instructional goals. Looking at classroom records, such as tests and assignments, can indicate how well a teacher has linked lesson plans, instruction, and testing.
- Expanding the number of people involved in the evaluations to include principals or teacher supervisors, peers and students.

Refer to Tab 6 for additional content on Teacher Evaluations.

### **Administrator Evaluations – IDAPA 08.02.02.120**

This section is covered in Tab 6.

### **Student Attendance Verification – Idaho Code 33-5205(4)(e)**

Idaho Code 33-5208 (8) (a) states that each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

IDCCRA will utilize the academic progress method to measure attendance and award credit.

BlackBoard Connect and the K12 LMS are capable of monitoring a student's online time. Reports can be generated that can show what day and what time a student logs in, what class they entered, and how much work per class has been done on any given day. Academic progress can also be measured through the K12 LMS. It is recommended that students complete a defined amount of progress in their school work each day in order to complete a 100% of the course work by the conclusion of the semester. The percentage of work required daily will be utilized in a calculation to measure and report a student's academic progress.

Idaho Code 33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

- Grades 9-12 990 Hours

A calendar will be developed that will allow for students to meet the time requirements. Credit for a course will be provided once a course is completed. If a student completes the assigned coursework and passes all tests and quizzes with appropriate scores within the semester, they will be awarded credit for the class. A student must pass a class with a 60% or above to be awarded credit. A description of grading policies and how the student earns credits is covered on page 10 in the Student/Parent Handbook in Appendix 15.

Data Collection measures and strategies for administering standardized tests are thoroughly covered in Tab 3 and/or Tab 4.

### **Technical Support – Idaho Code 33-5205(4)(f)**

As part of the agreement between IDCCRA and K12, K12's Technical Support will include web-based, email and phone support. All support personnel are knowledgeable in OLS use and have received training on resolving technical support problems. K12 Technical Support includes the following web-based support areas:

- 1) Using the Online School (OLS)
- 2) K12 Supplied Computer Equipment
- 3) Personal Computers
- 4) Connectivity—ISP, Firewall, Troubleshooting
- 5) Materials
- 6) Account Information
- 7) Learning Coach Resources
- 8) Online Tutorials
- 9) Contact Phone Numbers
- 10) Request for Support

K12's phone center includes support in three (3) general areas:

- 1) Customer Care (using the LMS, shipment of materials);
- 2) Technical Support (available only for K12 issued equipment or K12 systems);
- 3) Enrollment Consultants (assistance for enrolling students).

K12 Technical Support is managed by a mature Customer Care organization. Customers can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K12 website:

- Phone Support: The K12 Call Center is staffed to handle technical support issues 24 hours per day, 7 days per week. The telephone number and hours of operation are provided on the K12 Customer Support portal.
- E-mail: E-mail support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K12 Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K12 responds within 24 business hours of receiving a customer e-mail inquiry.

- Self Help: Self help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K12 Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, teaching resources, software downloads, and other information on common issues.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems & Technology, Product Development, Customer Fulfillment, etc., if required.

### **Equal Access – Idaho Code 33-5205(4)(h)**

Each student will be loaned a laptop and printer with printer cartridges for the duration of their enrollment in the school. Families will have the option to use the Internet connection of their choice. The school will provide an internet stipend to reduce the cost of their Internet service. The computers and printers are the property of the school and must be returned when the student is no longer enrolled in IDCCRA. The laptops provided to students are all equipped with the minimum hardware and software requirements listed below:

#### **Minimum Hardware Specs:**

OS Windows XP or OS X 10.4

Processor Pentium 3 500 MHz

RAM 256 MB

Hard Drive 40 GB

Audio Speakers and a microphone, or headset with a microphone

Video 1024x768 resolution at 256-bit color

CD-Rom 12x

Browser IE 6.0 or greater (highly recommended), Netscape 7.1, Safari 2.0, or Firefox 1.5

Internet Broadband (recommended, as the content was designed for high-speed.

(The user experience may be diminished on dial-up.)

#### **Minimum Software Required (Free):**

Java 2 [www.sun.com](http://www.sun.com)

Flash 9 <http://www.adobe.com/>

Acrobat Reader <http://www.adobe.com/products/acrobat/readstep2.html>

Shockwave 10 <http://www.adobe.com/shockwave/download/>

Windows Media Player 10 <http://windows.microsoft.com/en-US/windows/products/windows-media-player>

QuickTime 4 [www.apple.com/quicktime/download](http://www.apple.com/quicktime/download)

Math Player (IE; necessary for Virtual Sage courses only)

[www.dessci.com/en/products/mathplayer/versionhistory.htm](http://www.dessci.com/en/products/mathplayer/versionhistory.htm))

Multi-page TIF image viewer

E-mail client with working e-mail address

#### **Minimum Other Software Required:**

Microsoft Office Suite: Word and Excel

Antivirus Required

#### **Browser Settings:**

Pop-ups Enabled



JavaScript Enabled  
Cookies Enabled

Additionally, all laptops include McAfee Web Protection software. Web-filtering software detects and prevents users from accessing websites which may contain offensive content or hidden threats. This protection is linked to any browser that is used to access the internet on this computer. Enabling and disabling McAfee Web Protection will not interfere with McAfee Anti-Virus Protection.

Students and parents can take advantage of the K12Start.com website to learn about all that the K12 educational systems have to offer. The K12 Start website is an interactive tutorial, to include videos dedicated to teaching students and parents how to be successful in an online environment. The home page starts with a series of orientation videos to help the family get started in navigating the system. Videos include setting up your account, high school orientation, and how to utilize the Kmail system. Subsequent lessons include managing your school account, navigating the system, expectations, college and career preparation, and parent access to student grades and assignments, etc. The Parent Support Network section includes instructional videos for parents, to include videos on how to connect with other families to provide/receive support. K12Start.com is covered in the Draft Student/Parent Handbook in Appendix 15.

### **Special Education Services** – *Idaho Code 33-5205(3)(r)*

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

IDCCRA will adopt and comply with the most up-to-date version of the “Idaho Special Education Manual” for the programming and development of individualized education plans, planning services, informing about the discipline policy, and providing transportation for special needs students, as necessary.

IDCCRA will provide needed accommodations and assistive technology for students with all disabilities outlined in the IEP and/or Section 504 Accommodation Plan.

If a student has a behavioral need, IDCCRA staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs will be supported by their regular education teacher in the least restrictive environment, and will participate in the general education program to the greatest extent possible offered by IDCCRA and as determined by the IEP team.

The IDCCRA special education teacher will support students with disabilities and provide specially designed instruction through synchronous specially designed instruction and asynchronous contact which may include phone conferencing, email, and direct, specially designed instruction, via “real-time” interaction through web-conferencing tools. With web

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conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

IDCCRA highly qualified special education teacher will provide special education academic support direct services as listed on a student's IEP synchronously via web conferencing or face to face, depending on the students unique needs. The Least Restrictive Environment in the virtual model is for the student to receive their academic support services virtually through web conferencing where the student logs onto a link and works live, synchronously, with their special education teacher. The student may otherwise meet with their special education teacher face to face in a community setting to receive their Special Education academic services, based on their individual learning needs. IDCCRA special education teachers provide specially designed instruction to students with special needs, as well as work with the parent and student's general education teacher(s) on the provision of accommodations and additional supports, to help the student be successful with their general education curriculum.

Students with related services on their IEPs will receive those services by licensed, approved, contracted providers located within the geographical vicinity of the student. Related services may also be delivered synchronously virtually in the home via web conferencing.

The IDCCRA special education teacher will maintain records of progress monitoring to ensure students are making progress toward meeting their IEP goals.

The provision of Special Education services is covered in detail in Tab 3.

# **Tab 10**

## **Business Arrangements, Community Involvement, School Closure**

**Business Arrangements and Partnerships – IDAPA 08.03.01.401.10**

The IDCCRA Board will retain oversight and control over the school's educational program, finances, and employees. However, the Board understood that it needed to hire an education service provider (ESP) to help operate an innovative school such as IDCCRA. As a result, it has selected K12 as its ESP because K12 brings years of experience to the successful operation of an online school and is the best suited ESP for this particular type of school. There were three primary considerations in selecting an ESP. The ESP needed to have general experience in providing a virtual education program, it needed to be able to provide a nationally recognized comprehensive curriculum, and it needed to have experience with alternative education models.

K12 provides curricula, academic services, and learning solutions to public schools and districts, traditional classrooms, blended school programs, and families. It has worked with more than 2,000 school districts and has delivered more than four million courses over the past decade. K12's curriculum is rooted in decades of research combined with 21st-century technology by cognitive scientists, interactive designers, and teachers. K12's portfolio of more than 550 unique courses and titles -- the most extensive in the technology-based education industry -- covers every core subject and four academic levels for high school including Honors and AP. K12 offers credit recovery courses, career-building electives, remediation support, six world languages, and a deep STEM offering. The K12 program is offered through K12 partner public schools in more than two-thirds of the states and the District of Columbia, and through private schools serving students in all 50 states and 85 countries.

In addition, K12 is the foremost ESP in addressing alternative education in a virtual learning environment, including those programs focused on at-risk students, career readiness and technical education. It recently hired a Senior Director to oversee career pathways/readiness in the product management and curriculum development area. The company has multiple pilot programs around the country focused on career and technical education and is in preliminary discussions with several other states, community colleges and authorizers about such programs.

Based on its experience, resources and innovative vision toward alternative virtual programs, K12 was the one viable option as an ESP for a statewide virtual program focused on career and technical education. As a result, the Board selected it as the ESP for its school program.

The roles of the relationship with K12 are clearly defined in Tab 2, Tab 5, and Tab 8. A copy of the services agreement is included in Appendix 6 and the evaluation tool that the IDCCRA Board will use to evaluate K12's performance as outlined in the Services Agreement is included in Appendix 6. Costs and services are clearly delineated in the Services Agreement.

In addition to the services agreement between IDCCRA and K12 Inc. (Appendix 6), IDCCRA intends to partner with local business and colleges to support student success in professional technical certificates. We will, for example, look to setup up an advisory committee of business leaders to provide input on trends in industry and to ensure that we are deploying the latest occupational practices. We will also reach out to technical colleges around Idaho to talk about concurrent credit and post-secondary educational opportunities. In Special Education, we will contract with Psychologists and Speech Pathologists around the state depending on need. We will reach out to and establish relationships as needed to ensure the success of the school. Emails in Appendix 6 demonstrate initial contacts with the Idaho Division of Professional-Technical Education. IDCCRA is working with an insurance broker to secure property and

liability insurance and has received preliminary information and pricing, and has already negotiated an agreement for legal services with Yorgason Law Offices. Please see Appendix 6 for an insurance brochure and pricing sheet, and for the agreement with Yorganson Law Offices.

**Plan for Termination – Idaho Code 33-5205(3)(v) and 33-5206(9)**

- **Identification of who is responsible for dissolution of the charter school;**  
The board chair will be responsible for the termination of the school and will cooperate with the Charter Commission. When the Board determines that the school will be terminated, the board will identify a designee who will be familiar with state laws and codes associated with the closure of a school, who will work closely with the Board and the Authorizer to be responsible for the distribution of the charter school. The designee will not be a school administrator or staff. The designee will work under the direction of the board chair to coordinate the dissolution of the school. The Board will utilize the closure protocol adopted and in use by the Charter Commission at the time of the closure.
- **A description of how payment to creditors will be handled;**  
As stated in the Articles of Incorporation in Appendix 1, upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. The school Business Manager will pay all creditors. Per agreement with K12, funds are guaranteed to cover all school expenses. In the event K12 is not the ESP at the time of dissolution, the debts and obligations of the Corporation will be paid in the following priority:

1. Secured creditors
2. Unsecured creditors in the following order:
  - a. Staff employed by the Board or Corporation (salary and benefits)
  - b. Rent
  - c. Utilities
  - d. All other accounts
  - e. Board expenses

In the event there are not enough assets to pay the debts and obligations of a particular category or sub-category, the debts and liabilities of such category or sub category will be paid on a pro rata basis.

The IDCCRA will identify and contract with an independent auditing organization to conduct the final audit. A copy of all audit results and requisite reports will be submitted

to the Charter Commission, the State Department of Education, and other regulatory bodies as required by the Charter Commission.

- **A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and**  
Under the direction of the Board, the designee will provide advance notice to all students and parents regarding the closure of the school. The notice will include specific instructions on how to request student records be transferred to a school of their choice, and how to return school materials, equipment, or other property. The designee will attempt to contact previous families for whom the school still possesses student records. The designee will attempt contact by mail, email, and telephone using the last known contact information. The notification will explain how to request a transfer of student records to current schools, and how to receive student records after the school closes if necessary. All record transfers will take place within 10 days.

Any remaining student records will be stored in a secure location for the legal limit required by an organization to be maintained. IDCCRA will maintain a Facebook page or similar social media mechanism that will contain information on how families may request records be sent to the school of choice. Records will be sent within 10 days.

- **A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.**  
As stated in the Articles of Incorporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation. Items purchased with Federal funds will not be sold by IDCCRA to satisfy creditors. Those items will be returned to the authorizer to be used in similar programs/schools.
- **A procedure for transferring personnel records to the employees.**  
Under the direction of the Board, the designee will provide advance notice to all employees regarding the closure of the school. Designee will ensure that employee personnel records are sent to employees within 30 days of the school closure. Every attempt will be made to contact previous employees for which the school still has personnel records to obtain an address to send the files. If the previous employees cannot be reached, the records will be stored in the same manner as the student records above.

The Performance Certificate Appendices are excluded from this document due to their substantial length. However, they are available upon request from the PCSC office.

## AUXILIARY DATA SUBMITTED BY SCHOOL

The renewal process included optional opportunities for schools to submit auxiliary performance data of which the PCSC may not otherwise be aware. Schools were invited to make their case for renewal by providing academic, mission-specific, operational, or financial information that was not already captured by the performance framework.

In March of the pre-renewal year, PCSC staff discussed with each school's leadership the kinds of auxiliary data that would be particularly helpful for that individual school. The Renewal Guidance and Application document provided instructions and examples to assist schools in submitting meaningful data.

IDCCRA's July auxiliary data submission included the following:

- ITCA Credit Deficiency and Mobility Rates - The charts include credit deficiency rates by semester of entry. The spreadsheet also includes student mobility rates and graduation rates for the 2015-16 school year.

Of the students who enrolled at IDCCRA in 2014-15 school year in the first and second semesters, 38% came in credit deficient and 38% finished the year credit deficient. Neither the degree of deficiency nor the amount or direction of change is demonstrated.

Of the students who enrolled at IDCCRA in 2015-16 school year in the first and second semesters, 41% came in credit deficient and 35% finished the year credit deficient. Of the 37 students that stayed enrolled the entire school year, 30% (11 students) came in credit deficient and 22% (8 students) ended the year credit deficient. Neither the degree of deficiency nor the amount of change (or direction of change, for students still deficient at the end of the year) is demonstrated.

Some schools also submitted auxiliary data and/or academic outcome information with their renewal applications. IDCCRA's renewal application includes the following claim:

- In 2016, the school graduated 9 out of 10 twelfth graders who remained enrolled through the end of the school year.

IDCCRA's preliminary 4-year cohort graduation rate for 2016 was 23.3%. This number was provided by the SDE during the appeals window; no appeal had yet been filed by the school.

All auxiliary data is included in its entirety without any modifications by PCSC staff.



## ITCA Credit Deficiency and Mobility Rates

First Semester Start 14/15							
Number of students that are deficient when enrolled in our school*				Number of students that are deficient at the end of the year			
Grade Level	Students per grade level	Number of Credit Deficient Students	Percent Deficient	Grade level	Students per grade level	Number of Credit Deficient Students	Percent Deficient
10th	10	5	50%	10th	10	5	50%
11th	2	0	0%	11th	2	0	0%
Total	12	5	42%	Total	12	5	42%
Second Semester Start 14/15							
Grade Level	Students per grade level	Number of Credit Deficient Students	Percent Deficient	Grade level	Students per grade level	Number of Credit Deficient Students	Percent Deficient
9th	3	3	100%	9th	3	2	67%
10th	4	1	25%	10th	4	1	25%
11th	10	2	20%	11th	10	3	30%
Total	17	6	35%	Total	17	6	35%

### First Semester Start 15/16

**Number of students that are deficient when  
enrolled in our school**

**Number of students that are deficient at the  
end of the year**

Grade Level	Students per grade level	Number of Credit Deficient Students	Percent Deficient	Grade level	Students per grade level	Number of Credit Deficient Students	Percent Deficient
10th	14	7	50%	10th	14	6	43%
11th	17	3	18%	11th	17	2	12%
12th	7	4	57%	12th	7	1	14%
Total	38	14	37%	Total	38	9	24%

### Second Semester Start 15/16

Grade Level	Students per grade level	Number of Credit Deficient Students	Percent Deficient	Grade level	Students per grade level	Number of Credit Deficient Students	Percent Deficient
9th	22	9	41%	9th	22	12	55%
10th	12	7	58%	10th	12	6	50%
11th	8	3	38%	11th	8	1	13%
12th	0	0	0%	12th	0	0	0%
Total	42	19	45%	Total	42	19	45%

<b>Students Stability for a Full year 15/16</b>		
<b>Number of students that stayed for the full year</b>	<b>Percent Deficient at start of year</b>	<b>Percent Deficient at end of year</b>
<b>37</b>	<b>30%</b>	<b>22%</b>

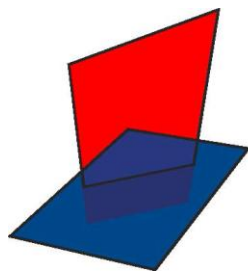
<b>Graduation Rate 15/16</b>		
<b>Number of seniors that stayed for the full year</b>	<b>Number of Seniors Credit deficient when coming to ITCA</b>	<b>Percent graduated</b>
<b>10</b>	<b>30%</b>	<b>90%</b>

<b>Mobility for 15/16</b>			
<b>September Enrollment</b>	<b>Mid year max enrollment</b>	<b>June Enrollment</b>	<b>*Churn Rate for 15/16 School year</b>
<b>72</b>	<b>152</b>	<b>81</b>	<b>92%</b>

\* Churn Rate is the number of admits plus withdrawals in relation to the enrollment size.



## Application for Charter Renewal



**IDAHO  
TECHNICAL  
CAREER ACADEMY**

**Idaho Technical Career Academy**  
1965 S. Eagle Road, Suite 150  
Meridian, ID 83642

**Renewal Process Contact**  
Mr. Monti Pittman, Head of School  
208.917.2420 | [mpittman@idtca.org](mailto:mpittman@idtca.org)

**Application Approved by ITCA Governing Board: December 13, 2016**

**Submitted: December 15, 2016**

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# Executive Summary

## ITCA Mission, Key Design Elements, and Vision

The **mission** of Idaho Technical Career Academy (ITCA)<sup>1</sup> is to be a virtual, career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed. The **key design elements** of ITCA are to provide academic core curriculum aligned to state standards; continually enroll students in career technical coursework; provide a sequence of instruction in career-technical pathways (three-year sequences of focused coursework in a career cluster); place each student with an advisory teacher; and foster industry involvement. ITCA's **vision** is to create a virtual, career-technical education charter school which will provide an appropriately sequenced curriculum that will equip the student with the foundational academic and technical skills, to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the work force. The school's focus on career-technical education provides an alternative to academic virtual schools; provides career pathways to students who are geographically dispersed, academically deficient, and at risk and underserved; and provides Idaho industries with educated and employment ready individuals.

## ITCA Major Success and Challenges

In its first three years, ITCA has reached important milestones demonstrating a determination to increase student proficiency in core subjects and see all students graduate with a high school diploma.

- ITCA received accreditation by AdvancED during its second year of operation.
- Of the [REDACTED] earned a standard diploma.
- In 2015-2016, ITCA students performed above the national average on the National Occupational Competency Testing Institute (NOCTI) Pathways Assessments in Business and Technology.
- ITCA students scored above the national average on the 2016 SAT.
- ITCA is working to finalize Advanced Dual Credit Opportunities for students in rural Idaho through an articulation agreement for CTE classes with North Idaho College.
- Both the 2014-2015 and 2015-2016 Annual Performance Reports (APRs), scored ITCA an "Honor" Accountability Designation for school operations and school finance.

Challenges that ITCA is addressing include student credit deficiency, student mobility, and lack of previous experience in an online school. In the current school year, ITCA has implemented several initiatives, described in this application, focused on instruction and improving academic performance.

## Response Summaries to Four Central Questions

### 1. Is the school an academic success?

- ITCA prioritizes the academic success of all of its students.
- ITCA has demonstrated year over year academic growth.
- In 2015-2016, the average of ITCA student scores on the NOCTI Pathways Business and Technology Assessments exceeded the NOCTI national averages.

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<sup>1</sup> On October 9, 2015, Idaho College and Career Readiness Academy filed a Certificate of Assumed Business Name with the Idaho Secretary of State to do business as "Idaho Technical Career Academy" effective on that date. (See Exhibit 1.)

- ITCA has been successful in helping students continue on the path to college as well as a stable career. ITCA students scored higher than the national average on the 2016 SAT.
- ITCA has seen encouraging proficiency growth among its most educationally disadvantaged students. Students that qualified for free and reduced price lunch scored higher in 2015-2016 than 2014-2015 on the ELA and Math ISATs. Special education students have shown substantial improvement on average on the Math ISATs.
- ITCA has made significant improvements in retention year over year. From the end of 2014-2015 to the end of 2015-2016, ITCA's total withdrawal rate decreased by over 30 percent.

**2. Is the school organizationally sound and compliant with applicable laws and regulations?**

As confirmed in both the 2014-2015 and 2015-2016 APRs, ITCA is effectively managed and compliant with legal requirements. ITCA earned an "Honor" Accountability Designation for school operations.

- ITCA students are even more demographically diverse than students across the state.
- ITCA's dedicated governing board and administrative staff are made up of highly qualified persons with years of applicable experience.
- Frequent feedback from ITCA students, families, and graduates expresses a high degree of stakeholder satisfaction with ITCA.

**3. Is the school a fiscally sound, viable organization?**

It is evident that ITCA has the fiscal soundness and resources to continue operating as a viable organization in the immediate and long term future. In the both the 2014-2015 and 2015-2016 APRs, ITCA earned an "Honor" Accountability Designation for school finance.

- ITCA has entered into an Educational Products and Services Agreement ("EPSA") with K12 Inc. which includes a provision assuring that ITCA will meet the financial measures in its Performance Certificate in the future.
- ITCA is committed to sound fiscal management and integrity through its financial policies, practices, and reporting.
- The most recent independent financial audit did not identify any deficiencies.


**4. If renewed, what is the school's plan for its next performance certificate term**

ITCA will continue to provide students who are struggling with their education an alternative academic program to help them stay in school, receive occupational training, achieve a high school diploma, and be prepared for success in college, work, and life.

- With its comprehensive academic plan, ITCA will focus instruction where most needed.
- Next year, ITCA will initiate capstone classes allowing students to demonstrate occupational competence and ability to earn industry certifications.
- ITCA will deploy industry experience opportunities for students, a combination of one semester of career explorations followed by a second semester internship.
- ITCA will continue to expand its post-secondary articulation agreements with community colleges; its course offerings; and relationships with school districts and industry.

**Signatures:**

  
Kerry Wysocki, Board Chairman

  
Monti Pittman, Head of School



## **Application Narrative**

The following narrative addresses the four main questions outlined in the charter renewal application instructions.

### **1. Is the school an academic success?**

Students' academic success is the most important aspect of your school's efficacy, and it represents the PCSC's highest priority when evaluating schools for renewal. This portion of your application narrative should provide an honest, detailed, and data-driven discussion of your school's academic outcomes over the performance certificate term.

Be sure to address the key areas of proficiency, growth, and (in the case of high schools), college and career readiness. Include a discussion of both overall and sub-population achievement (Special Education, Free & Reduced Lunch, Non-White, and Limited English Proficiency). It may also be appropriate to consider other groups, such as at-risk students or students who have been continuously enrolled at your school for a certain period.

Also discuss your results on the mission-specific section of the framework, if applicable. The mission specific measures reflect factors that your board self-identified as important for evaluation of the school. If your annual performance reports reflect weakness in any of these areas, please discuss how your school has responded to the identified shortcomings, focusing particularly on the documented impact of that response.

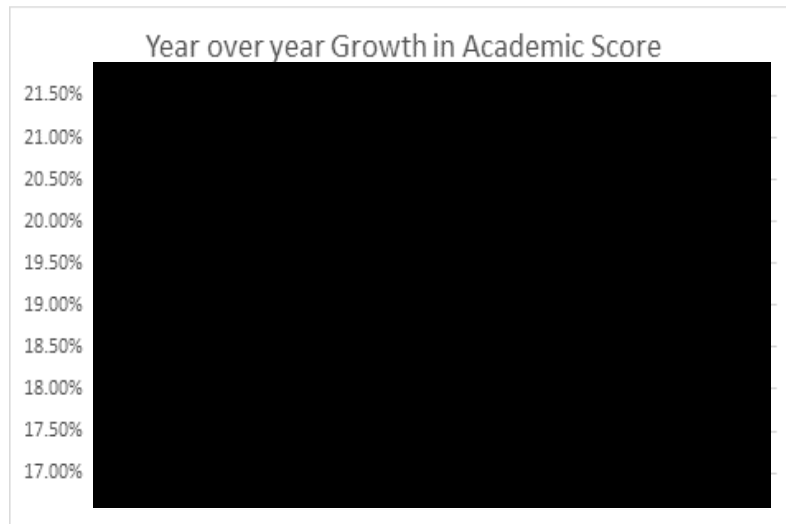
We invite explanation regarding the context of challenges faced by the school and discussion of how the school has adapted to meet them. Throughout this section, remember to focus primarily on outcomes, that is, the results of your efforts rather than the details of the efforts themselves.

You should also address the degree to which your school fulfills the promises made in your charter. Consider the key design elements listed in your performance certificate, as well as the educational program your charter describes. Does reality reflect the commitments made in your charter and performance certificate? Are you actually providing to your community the educational option and results that you described in your charter (as amended, if applicable)?

### **Summary of Academic Success**

Idaho Technical Career Academy prioritizes the academic success of all Idaho students served by its unique online model. Having just started its third year, ITCA is pleased to report having reached important milestones demonstrating a determination to increase student proficiency in core subjects and see all students graduate with a high school diploma.

Per the Public Charter School Commission (PCSC) Annual Performance Report, the graph below shows a 2.58 percentage point increase in Academic Framework.



\* SY2015-2016 score is adjusted for longitudinal accuracy. The original report contained an incorrect ISAT score. Once corrected with the accurate score from the State ISAT Assessment Portal, the academic score increased as depicted in the graph.

Academic highlights from ITCA's first two years of operation include:

- ITCA received accreditation by AdvancedED during its second year of operation.
- ITCA held a graduation ceremony for its first graduating class in 2016. █ students graduated with a standard diploma.
- ITCA students demonstrated an increase in course pass rates of 3% from SY2014-2015 to SY2015-2016.
- ITCA 10th grade ELA percent proficiency on the ISAT increased 19 percentage points from SY2014-2015 to SY2015-2016.
- Students that qualified for free and reduced lunch in SY2015-2016 scored higher on average on the ISAT in both ELA and Math compared to students eligible for free and reduced lunch in SY2014-2015.
- Special education students improved an average of 24 points on the Math ISATs from SY2014-2015 to 2015-2016.
- ITCA has █ students taking advantage of Advanced Opportunities
- ITCA students scored above the national average on the 2016 SAT.
- In SY2015-2016, ITCA students performed at or above the national average on the National Occupational Competency Testing Institute (NOCTI) Pathways Assessments in both Business and Technology.
- ITCA students participate in ITCA's chapter of Business Professionals of America (BPA), enhancing their personal and professional development through cultural enrichment, competitive opportunities, and life skill development experiences.

ITCA continues to experience an increase in student population year over year, beginning with an enrollment of just 47 students in fall SY2014-2015 and growing to 145 students by the fall of SY2016-2017. In spite of this population growth, ITCA students still experience the distinct advantages of a small school including small class sizes, individualized instruction, and personalized support.

## **Synchronous and Asynchronous Instruction**

ITCA has increased the emphasis on creating more opportunities for synchronous instruction to help teachers build relationships with students and monitor student proficiency in a live environment as learning occurs.

Synchronous instruction occurs using the Blackboard Collaborate (BBC) web conferencing tool which provides for student participation, teacher feedback, and even differentiated instruction using 'breakout rooms' for small groups and team teaching. BBC also offers the option of asynchronous instruction. Teachers can record all class sessions, allowing students to review the classroom sessions at their convenience as many times as necessary to obtain mastery.

Asynchronous instruction continues to be an advantage of the online schooling model, providing students with the freedom to progress more quickly or more slowly (as needed) through the curriculum. Online curriculum allows ITCA to serve students from a variety of backgrounds and living situations. Students can work, participate in sports and other extracurricular activities, and still make excellent progress in their schoolwork on their own unique schedules.

As a small school, ITCA also has the advantage of smaller class sizes. This allows teachers to provide more one-on-one attention to students in need, and more importantly, gives teachers the opportunity to forge strong, individual bonds with each student, which research shows is a key factor in academic success. Smaller class sizes also allow teachers to individualize instruction to a greater degree than is often seen in a more traditional school model. The frequent one-to-one contact provides for a truly customized learning experience for students.

## **Data Driven Instruction**

ITCA support staff and teachers work hard to help students achieve success using a data-driven instruction model to provide targeted instruction and interventions to students.

Baseline assessments are administered to all new students, allowing for a teacher view of student proficiency and subsequent growth--data which drives intervention efforts. ITCA teachers and leadership staff regularly hold meetings to evaluate current student data in all courses at all grade levels in order to continuously provide excellent synchronous instruction and differentiated support to students. Student data is also useful for school administrators to help drive professional development and individual teacher coaching.

Data views used by ITCA provide up-to-date, granular data at the student level as well as useful overall views which can be sliced by grade level, demographics, course subject, etc. (See example below.) ITCA also tracks student attendance at synchronous Class Connect sessions provided via Blackboard Collaborate which give a more complete view of student progress.

A sample view of student level data generated and analyzed by ITCA staff on a weekly basis. Please note various views provided by slicer buttons at the top of the sheet which allow a 'drill-down' and more granular view by course, passing rate, attendance rate, etc. This is one of five tabs on one of multiple trackers used by ITCA staff during weekly data meetings to evaluate student achievement throughout the year.

Course Avg

0% - 9%

10% - 39%

40% - 59%

60% - 79%

80% - 89%

90% - 100%

No Start

# Failing

0

1 - 2

3 - 4

5 +

Attended CC

No

Yes

Course Login

No

Yes

Days Since Last Login

0-4

10+

5-9

Select

Content:

HR:

SE:

FASL:

Select

Student:

Course:

HR Teacher

Dane Beorchia

Jena Herriott

Mandolyn Garcia...

Marcella Enos

Natalie VanLeuven

Rozanne Clark

Sharinda Coltrin

Tim Benedick

Student

Aber, K 1807745

Ande, K 1820179

Bash, M 1847522

Beal, J 1885789

Band, D 76029

Bari, S 1983390

Bezz, A 1990791

Bohm, R 105729

Boll, G 1976659

Brac, S 1937369

Brad, K 1887769

Bulg, N 1991921

Pass / Fail

Passing

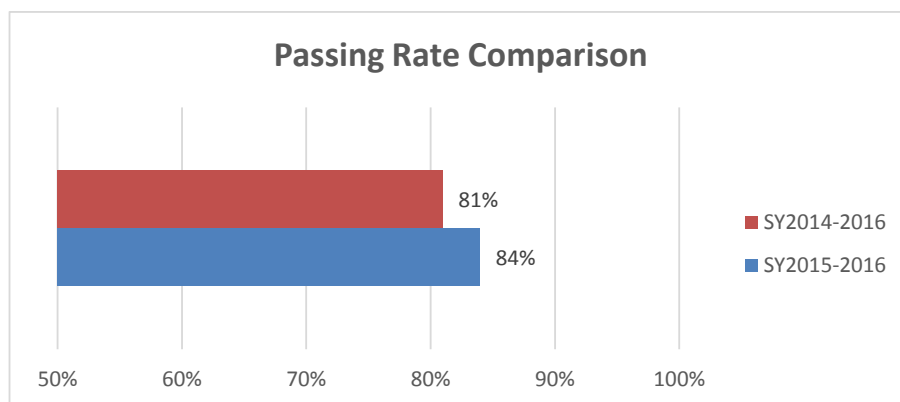
Failing

No Grade

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Content Teacher	Course	Current Course Avg	Days Logged Last Wk	Current Wkly Hrs	Wkly Course Hrs			Days Since Last Course	Current Wkly Points	Wkly CC Attendance			
					1Wk Ago	2Wks Ago	3Wks Ago			Total Attend	Total Invite	Total Hrs Attended	Total Hrs Invited
Garcia-Ruiz, Mandolyn	SCI113A Earth Science	78.5%	3	1.4	1	3.1	2.2	5	54	6	13	5.7	11
Herriott, Jena	HST303A US History	83.6%	4	4.1	3	3	7.9	3	1	6	13	5.7	11
Clark, Rozanne	ENG108A English 9 ST	74.6%	7	7.9	10.8	15.4	3.4	2	98	5	14	2.5	11
Coltrin, Sharinda	MTH128A Algebra 1 ST	73.6%	6	7.4	5.9	8.8	6.1	2	1	5	14	2.5	11
Enos, Marcella	CAR020 IT and Manufacturing Explorations	75.4%	5	7.4	5.8	4	5	3	64	5	14	2.5	11
Enos, Marcella	TCH020A Computer Fundamentals	80.0%	3	4.4	1.9	5.1	1.9	3	57	5	14	2.5	11
Garcia-Ruiz, Mandolyn	SCI102A Physical Science	71.7%	3	4.9	7.3	1.4	3.5	3	64	5	14	2.5	11
Herriott, Jena	HST103A World History	78.9%	4	6.5	9.6	8.1	9.4	3	7	5	14	2.5	11
Clark, Rozanne	ENG108A English 9 ST	12.9%	1	0.2	1.7	1.3	0.1	7	60	5	12	3.3	11
Clark, Rozanne	ENG208A English 10 ST	33.6%	1	0.1	2.8	5.2	7.7	5	50	5	12	3.3	11
Coltrin, Sharinda	MTH128A Algebra 1 ST	35.9%	2	0.9	2	1.3	2	4	0	5	12	3.3	11
Enos, Marcella	CAR020 IT and Manufacturing Explorations	16.5%	2	0.6	1.3	0.5	0.1	3	5	5	12	3.3	11
Garcia-Ruiz, Mandolyn	SCI102A Physical Science	65.1%	3	9.3	4.1	1.7	0.3	5	84	5	12	3.3	11
Clark, Rozanne	ENG403A British and World Literature	89.8%	6	5.1	4	0.1	6.5	2	134	1	11	0.3	11
Enos, Marcella	OTH050 Achieving Your Career and College Goals	96.0%	3	0.9	2.3	3.3	4.6	3	53	1	11	0.3	11
Herriott, Jena	CS Senior Project	98.5%	4	9	2	0.1	0.1	3	3	1	11	0.3	11
Herriott, Jena	HST403A US Government and Politics ID	92.2%	4	9.3	6	4.1	2.2	3	0	1	11	0.3	11
VanLandingham, Bob	MTH403A Pre-Calculus/Trigonometry	92.8%	3	4.4	5.2	6.4	2.8	3	42	1	11	0.3	11

As a result of this continuous focus on data, ITCA students have demonstrated an increase in course pass rates year over year.



## Proficiency and Growth - Overall

The efforts outlined above demonstrate ITCA's commitment to improve student outcomes and demonstrate increases in student proficiency in core subjects.

ISAT English and Language Arts scores on record since the school's inception as compared to the average for the State of Idaho are listed in the tables below. A marked increase in ITCA ELA scores is apparent in

the 10<sup>th</sup> grade SY2015-2016 scores, substantially narrowing the gap between the school and the state's percent proficient by bringing ITCA's average within 19 percentage points of the Idaho average.

10 <sup>th</sup> Grade	SY2014-2015	SY2015-2016	Increase in Proficiency
	Percent Proficient in ELA	Percent Proficient in ELA	
ITCA	■	■	+19 percentage points
State of Idaho	60	62	+2 percentage points

Though ISAT math scores trend lower than the state overall, the school is confident that future metrics will continue to show student gains across grade levels. As you can see in the table below, 9<sup>th</sup> grade proficiency in math and ELA are both higher than the State proficiency level. Further longitudinal analysis of state assessment metrics is a challenge at this point since ITCA is still in its first years of operation and more comparative data is not available at this time. However, taking into account the challenges of student mobility and credit deficiency discussed later in this application, ITCA continues to set aggressive goals for overall student proficiency and improvement year over year.

9 <sup>th</sup> Grade	SY2015-2016	SY2015-2016
	Percent Proficient in Math	Percent Proficient in ELA
ITCA	■	■
State of Idaho	29	54

ITCA has also been successful in helping students continue on the path to college as well as a stable career. ITCA students improved the average SAT score from 876 in SY2014-2015 to 990 in SY2015-2016. This is higher than the 2016 national average SAT score of 984. With an average score of 1023 in SY2015-2016, ITCA's PSAT scores suggest the likelihood of continued improvement in future SAT scores.

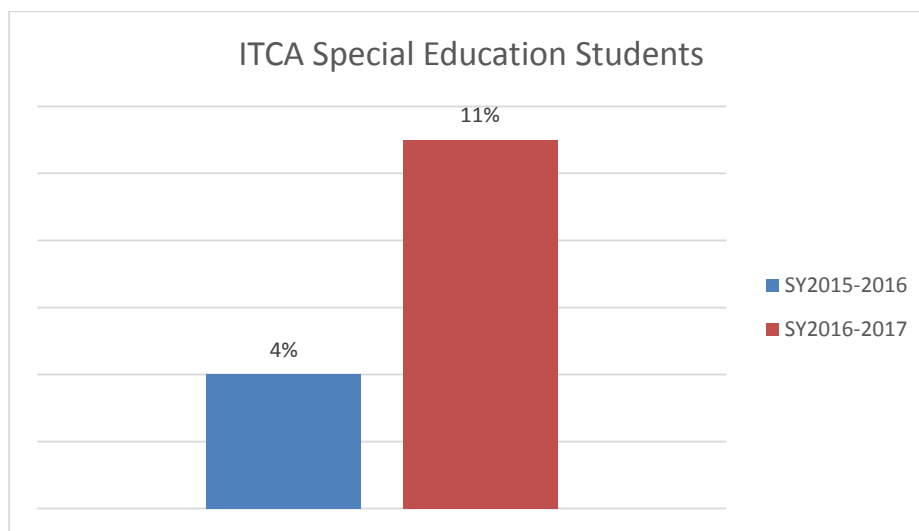
	ITCA Average SAT Score	National Average SAT Score
2015	■	1090
2016	■	984

## Proficiency and Growth – Sub-Populations

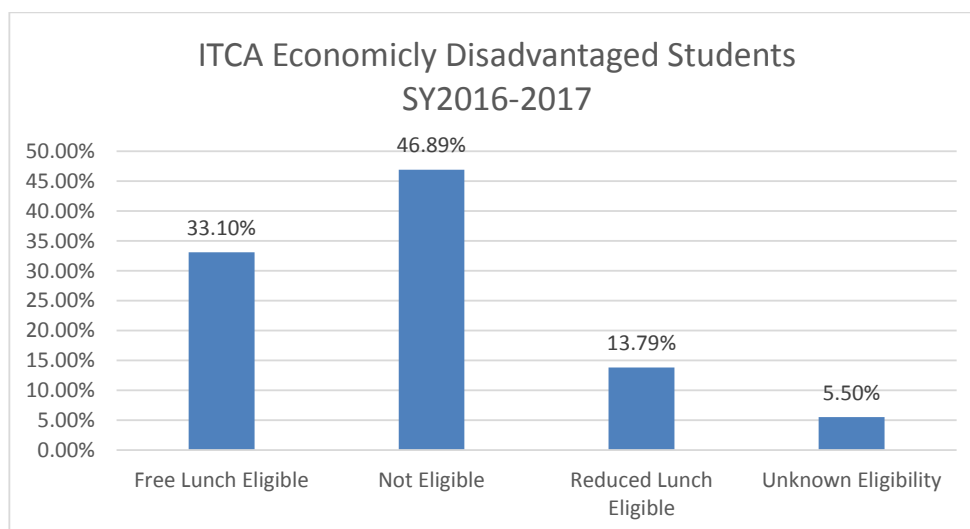
### Demographics

In its three-year existence, ITCA has served the most educationally disadvantaged students, with high populations of special needs and economically disadvantaged students. ITCA experienced particularly large increases in both of those student populations between year two and year three of operation.

The number of enrolled students with special needs has grown by 125% from the end of the 2015-2016 school year to the present school year.



The number of FRL eligible students has remained consistent year over year comprising just over 46% of the ITCA’s student body, which is just below the average for the State of Idaho, which was at 47% during SY2015-2016.



### Sub-Population Proficiency Metrics

ITCA has seen encouraging academic growth in its special education and economically disadvantaged students. For instance, the students that qualified for free and reduced lunch in SY2015-2016 scored higher on average on the ISAT in both ELA and Math compared to students eligible for free and reduced lunch in SY2014-2015.

Free & Reduced Lunch Eligible Students' ISAT Two-Year Comparison			
ASSESSMENT	2014-15	2015-16	Change
ELA/Literacy Scale Score Average	2541.77	2552.87	+11.10
Mathematics Scale Score Average	2521.31	2523.79	+2.47

Special education students have shown substantial improvement on average on the Math ISATs.

Special Education Students' ISAT Two-Year Comparison			
ASSESSMENT	2014-15	2015-16	Change
Mathematics Scale Score Average	2450	2474	+24

### Mission-Specific Measures

The ITCA mission-specific goals are very rigorous. The intent was to challenge ITCA students and demonstrate clear, measureable objectives. It wasn't until the first deployment of the NOCTI assessments that it was apparent that the proficiency goal was too lofty.

The initial benchmark of 80% was set as the school's designation for proficiency, or "Meets Expectations." As is evident by the NOCTI National Average scores on Business, Technology, and Health assessments in the graph below, that benchmark was set too high. However, when compared to the NOCTI National Average, ITCA students outperformed their peers across the nation on the business and technology pathway assessments.

#### ITCA NOCTI Results Compared to NOCTI National Averages

Pathway	ITCA School Average	NOCTI National Average
Business Pathway	70%	69%
Technology Pathway	56%	54%
Health Pathway	68%	72%

Based on this analysis, it can be determined that, while ITCA was aggressive in choosing mission-specific goals, compared to national averages, the results demonstrate that the school is effectively teaching occupational skills as articulated in the ITCA charter.

To address the results of this year's mission-specific goals, ITCA has procured NOCTI study guides for each pathway. Each guide contains a structural overview of each assessment, associated standards, and practice tests. These will be used to help focus instruction and improve results.

For the next charter renewal cycle, a goal is to discuss how the mission-specific goal standards might be modified to more adequately reflect national results.

## **Fulfilling the Charter**

In order to meet the labor needs of Idaho businesses and industries, the Idaho Technical Career Academy (ITCA) board created a quality virtual charter school that uses technology to connect academically at risk, underserved, or geographically dispersed students in Idaho in a 21st century learning community focused on academic and technical results. **(See Idaho Hot Jobs Exhibit 2)**

### ***Career Tech Education - Curriculum***

Since its inception, the mission of the Idaho Technical Career academy has been to provide an appropriately sequenced curriculum that will equip students with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the work force. ITCA offers the suite of K12 Inc. academic high school curriculum aligned to the Idaho ELA/Literacy and Mathematics Content Standards as well as career technical courses. **(See High School Course Alignment Exhibit 3)**

This unique, one of a kind program in Idaho offers students occupational training in an industry strand of their choice: manufacturing, information technology, business, or health. Jobs in these occupational pathways in Idaho continue to be in demand.

In its first year, ITCA offered exploratory courses, which gave students exposure to the careers offered in the school's four pathways; Web Development, Manufacturing, Business and Health Care. A component of the exploratory courses was the college and career planning tool which was used to allow students to conduct research on occupations such as the required post-secondary education required to pursue a given occupation and the demand and compensation ranges for occupations within a specific industry. The utilization of this tool provided students with the information needed to make informed decisions on their future occupational pursuits.

ITCA's second year was very productive. In the second year, ITCA began to offer introductory occupational courses. These are the first courses in the sequence of each pathway, designed to give students their first step into their expressed occupation of interest.

In this, the third year of operation, ITCA hired a part-time Career Technical Education coordinator to help facilitate the growth of the CTE programs.

During these three years, ITCA also began promoting its virtual CTE programs to traditional school districts, and, as a result, began receiving inquiries from school districts about ITCA's virtual CTE pathways to determine if they could be offered to districts to supplement local CTE offerings. As a result, this year ITCA began proactively developing a plan for offering these courses to districts in Idaho to help enhance local CTE offerings in accordance with Tab 9 of the school's Charter.

### ***PTE Program Approval***

ITCA is an authorized Idaho Division of Professional-Technical Education (PTE) program for the 2016-17 school year. This includes having constituted an industry advisory committee and submitting the application for a Business Professionals of America (BPA) chapter. Having put all of the pieces in place, ITCA's application was approved for the 2016-2017 school year even though PTE program approval was not a requirement of the ITCA Charter Application.



### ***Business Professionals of America***

BPA is a Career Technical Student Organization (CTSO) dedicated to enhancing the personal and professional development of students through cultural enrichment, competitive opportunities, and life skill development experiences. The Idaho Technical Career Academy has 18 members enrolled in BPA. The members are current students in General Accounting 1 and Introduction to Entrepreneurship I. The majority of the students are registered for two events: 400 Fundamental Desktop Publishing and 405 Fundamentals of Web Design.

### ***Accreditation by AdvancED***

During the second year of operation, ITCA facilitated the AdvancED Readiness Visit. The primary purpose of the Readiness Visit was to determine the capacity of ITCA to pursue accreditation, and to orient school personnel to the accreditation process. As a result of that visit, ITCA was pleased to receive the news that, based on the results of the Readiness Visit, the school became a Candidate for Accreditation.

AdvancED sent four experienced education professionals to ITCA, in only its second year, to spend three days conducting an in-depth accreditation visit. The visiting committee members were pleased and pleasantly surprised at the progress ITCA had made so early in the school's life cycle and recommended accreditation to the AdvancED Accreditation Board. On January 28<sup>th</sup>, 2016, ITCA was fully accredited through June 2021 by the NCA Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the SACS Commission on Accreditation and School Improvement.

### ***Advanced Opportunities (Dual Enrollment) is in place.***

ITCA provides Dual Enrollment and advanced opportunities for its students who are seeking dual credit, AP exams, or who want to accelerate their education by taking 'overload' courses.

Students at ITCA can use Advanced Opportunities to work towards their Associates Degree, earn college credit at a reduced rate, and complete AP exams for college credit to transfer outside the state. The number of students taking advantage of Advanced Opportunities has increase year over year. ITCA currently has 9 students working towards college credit. Many of these students are taking multiple college courses. Students also take advantage of the opportunity to take courses beyond their regular course load to earn additional credits.

The school currently offers Dual Credit in advanced math through Boise State University and Northwest Nazarene University. The school has also competed a Dual Enrollment articulation agreement for CTE classes with North Idaho College.

### ***Advisory Committee***

Successful career-technical programs maintain close ties with business, industry and labor to prepare their students for the workforce. The ITCA advisory committee is comprised of business, industry and education leaders representing the vast geographical area of our charter and the CTE pathways we offer. The ITCA advisory committee meets the guidelines established by the Idaho Division of Career-Technical Education. Committee members follow a program of work, participate in meetings and assignments and annually review the workings of the advisory committee.

### ***ITCA Serving the State of Idaho***

In the ITCA charter application, the school projected that it would have a "demographic representative of the students around the state." It was important for reasons of achieving a diverse student population

that ITCA not only focus on achieving balance between specific grade levels and genders, but also in diversifying new student enrollments from across the state.

#### *Balanced Enrollment*

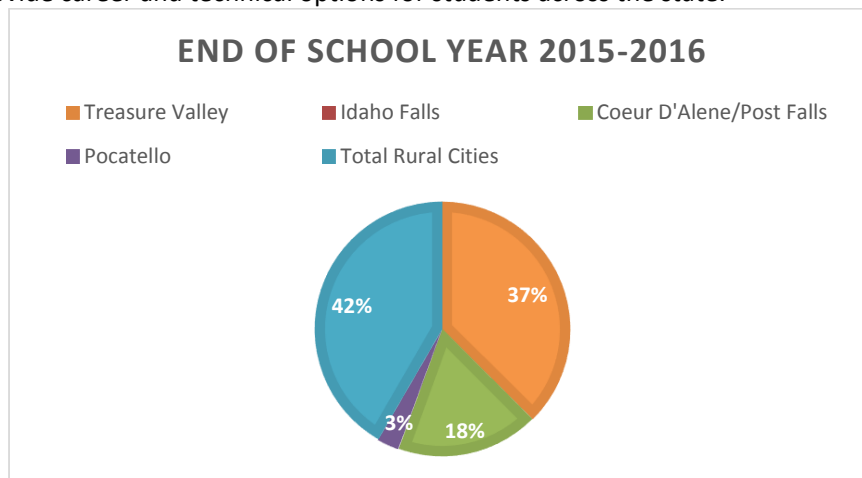
As outlined in the charter, ITCA enrolls students in grades 9-12 with a total enrollment of 145 students (as of 9/21/16).

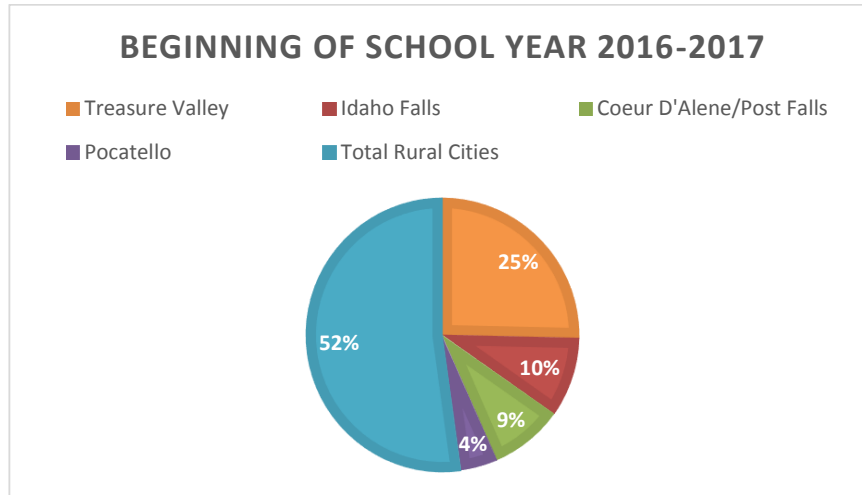
Fall Enrollment Student Count			
Year	Fall SY2014-2015	Fall SY2015-2016	Fall SY2016-2017
9th Grade	16	16	30
10th Grade	23	16	44
11th Grade	8	20	43
12th Grade	0	13	28
Grand Total	47	65	145

The enrollment by grade level from SY2014-2015 to SY2016-2017 shows the maturation of the school. During SY2014-2015, approximately one-third of ITCA students were enrolled in grade 9. Contrast this with the current school enrollment (SY2016-2017) where grade 9 represents just 20% of the student body.

#### *Geographic Diversity*

The following graphs comparing ITCA's second and third years of operation show how ITCA is increasing enrollments from more geographically dispersed locations. The blue shaded area represents total enrollment from rural areas outside of the four major metropolitan areas in Idaho. As the school has grown, it has seen more and more students from rural areas taking advantage of the opportunity for CTE education. 50% of the students currently in a pathway come from rural locations. This speaks to ITCA's mission to provide career and technical options for students across the state.





### *At Risk and Underserved Students*

ITCA has a focus to help at risk and underserved students obtain work skills and exposure with their career pathways. 56% of the students enrolled in pathways are considered economically disadvantaged. The NOCTI exams administered to ITCA students illustrate the school's mission-specific success with this student population. The data below clearly shows that ITCA has succeeded in providing quality CTE opportunities to underserved students and that these students are demonstrating their success in their chosen pathway, particularly in the areas of Health and Business.

**ITCA NOCTI Results Compared to NOCTI National Averages**

Pathway	ITCA Economically Disadvantaged Average	NOCTI National Average
Business Pathway	■	69%
Technology Pathway	■	54%
Health Pathway	■	72%

### *Gender Diversity*

Additionally, the ITCA gender diversity is notable and important. At the end of SY2014-2015 and SY2015-2016, 2 out of every 3 ITCA students were female. This enrollment pattern is unusual when compared to findings in a major research study of career academies showing that less than one-half of the students were female.<sup>2</sup> This is important as it provides insight into ITCA, and how it is closing the gender gap in career academies.

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<sup>2</sup> Charlton, Jason, Michelle Lepley, and Emily Workman. "Emily Workman." Effects of Career Academies on Metropolitan Nashville Public High Schools: A Quantitative Study (2013): n. pag. Lipscomb University, Sept. 2013. Web. 14 Nov. 2016

**SY 2016-17 and Beyond: Addressing Challenges**

Like any small charter school, ITCA faces its own unique challenges which impact student performance and growth: the biggest challenges being credit deficiency and student mobility.

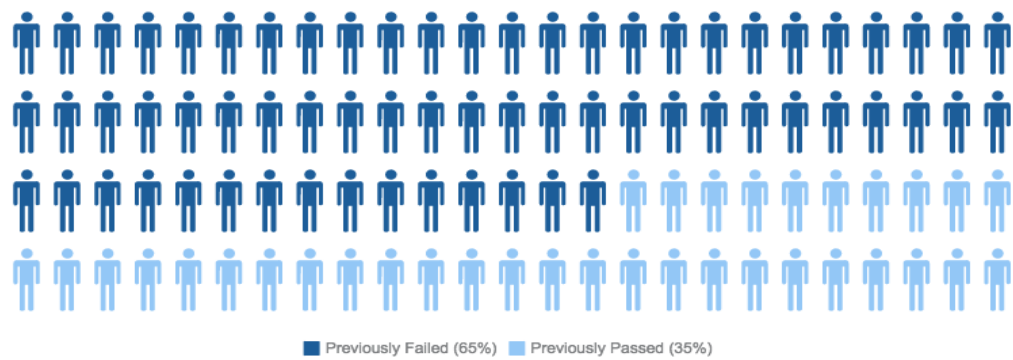
*Student Enrollment and Credit Deficiency*

ITCA has seen a pattern of students enrolling with credit deficiencies. However, when looking at the students who begin at the start of the year compared to where those same students were at the end the year, ITCA is helping students to get back on track.

In the first semester of SY2014-2015, ITCA’s student population was 42% credit deficient. During the inaugural year of ITCA, all students earned the expected and appropriate number of credits.

During the second semester of SY2014-2015, 100% of the new students in 9<sup>th</sup> grade enrolled credit deficient, but by the end of the year, 33% of those students had caught up and were at grade level.

In SY2015-2016, ITCA enrolled the most students to date who were not on track to graduate. When ITCA evaluated the incoming new students (who attended a different school in SY2014-2015) and enrolled at ITCA during SY2015-2016, 65% of them had failed the math ISAT during the previous school year. Studies have shown that prior state test scores are the strongest predictor of future performance on state tests.<sup>3</sup>



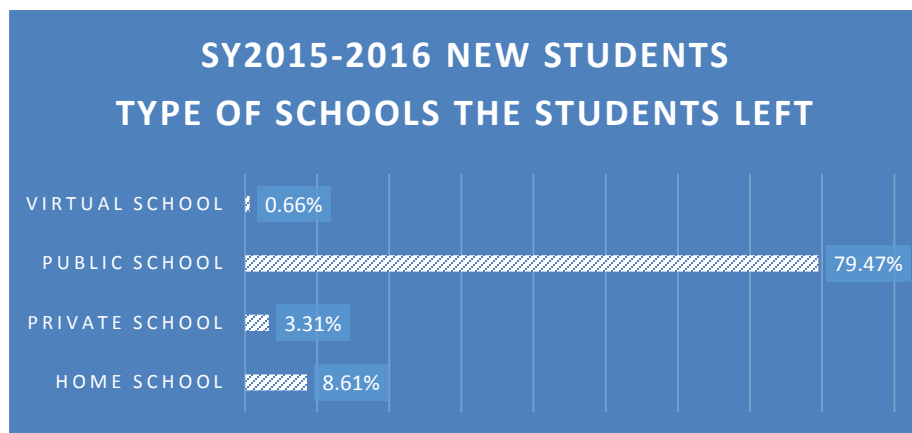
And, even though 1 in 3 seniors enrolled in ITCA for the entire 2015-2016 was credit deficient upon enrollment, ITCA was able to graduate [REDACTED] seniors who completed the school year.

*Impact of Student Mobility*

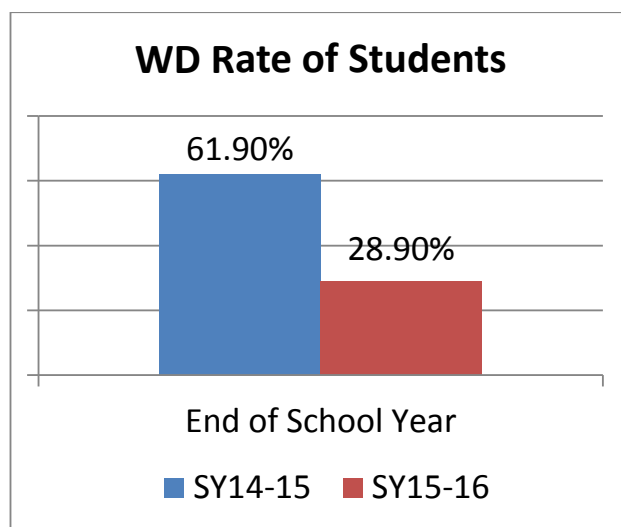
Student mobility is a challenge for ITCA and can be defined as the number of students who enroll in school and then withdraw before the end of the quarter, semester, or school year. This metric also takes into account students who enroll after the start of a semester or school year, thereby beginning their courses late and not on track for success by the end of the term. Many students enter ITCA at spring semester with only a few weeks before they sit for the ISATs. This puts downward pressure on academic proficiency results. It also has an effect on school logistics such as the management of teacher FTE and student/teacher ratios.

<sup>3</sup> Sanders & Horn, op cit., pp. 247-256.

A student's past history of attending different types of schools also plays a role in their first year at ITCA. Less than 1% of all students enrolled at ITCA in 2015-2016 had been enrolled in an online school prior to attending ITCA. Another 12% had been enrolled in a private school or homeschool prior to enrolling with ITCA. About 80% of all students enrolled in ITCA in 2015-2016 had only been in traditional brick and mortar public schools and had never had to work through the effects of mobility. When changing schools, it can take time for students to get back on track.



In spite of the challenges faced by students newly enrolled in this virtual program, ITCA has made significant improvements in retention year over year. ITCA's total withdrawal rate decreased by over 30 percentage points. Taking into account the increased enrollment in 2015-2016, this shows a significant improvement in overall student retention.



ITCA's efforts to retain students include improved withdrawal tracking and solicitation of parent feedback, which provides the school with valuable information to use for future improvements.

Looking at the impact of mobility and the large percentage of new students who have come to ITCA with previously failing state test scores over the last year, ITCA has been able to help many of these students improve their scoring level in Math and ELA. More than 20% of these new students who previously failed

a Math or ELA test improved their scoring level at ITCA. As a result, some moved from 'Below Basic' to 'Basic' and some moved from 'Basic' to 'Proficient' despite their change in schooling format, location, and delivery.

## **Academic Initiatives in SY2016-2017**

ITCA is always focused on improving instruction, and overall student engagement and retention. ITCA has implemented initiatives since inception to accomplish those goals. This year, to focus instruction and improve academic performance, ITCA has implemented a comprehensive academic plan.

### *ITCA Academic Plan*

The plan focuses on seven key areas: instruction, assessment, staffing, observation and feedback, data-driven instruction, professional development and culture. Components in each of these key areas include clearly defined instructional cycles in which differentiated, targeted instruction is provided based on student need, structured benchmark and interim assessments used to identify students who need additional support and to inform instruction, continuous observation and feedback of teachers, data-driven decision-making, and more focused professional development. **(See Academic Plan Overview in Exhibit 4)**

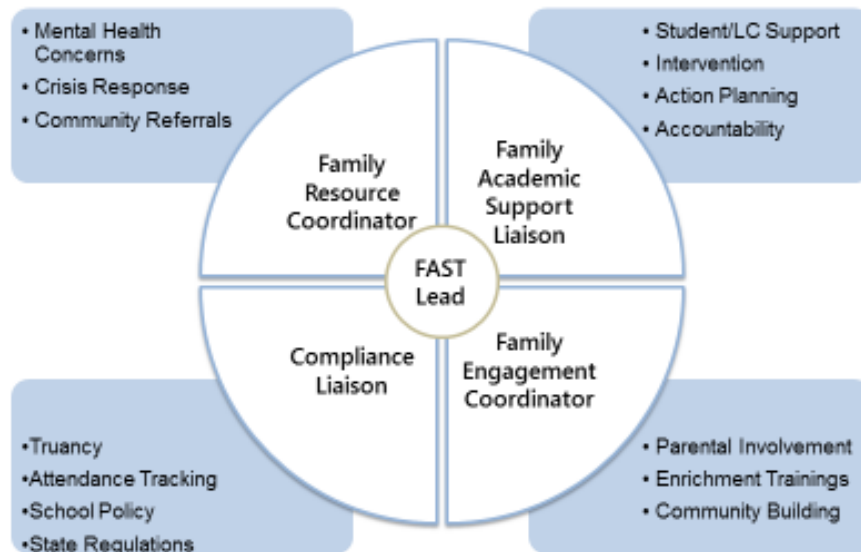
### *Multi-Tier System of Supports (MTSS)*

To further support struggling learners, ITCA has implemented a comprehensive Multi-Tier System of Supports (MTSS) program to ensure early identification and support of students' learning and behavioral needs. Students in need of additional academic assistance are identified throughout the school year by a combination of formative assessments during the instructional cycle, state test results, parent input, and student progress in the curriculum. Students who demonstrate need for additional support, attend weekly, small group targeted instruction sessions. Students whose academic performance is impacted by more environmental factors can be referred to the ITCA Family Academic Support Team (FAST), for additional individualized supports.

### *Family Academic Support Team (FAST)*

In SY2016-2017, ITCA has a four member FAST team dedicated to providing wraparound services for struggling learners. The goals of FAST are as follows:

- Develop the capacity of students and families from a **strength-based** perspective
- Help students **stay on track** through early interventions, wrap-around supports and engagement strategies
- **Work through non-academic issues** with students and families in order to remove barriers to school success
- Create a **positive, welcoming, and supportive school climate** during **Strong Start** and throughout the year that allow a range of opportunities for parental involvement
- Develop **community partnerships** in order to better support students and families with social, emotional, and medical issues
- Foster student **connectedness** and nurture student **motivation**
- Improve student **retention** to **promote** students to the next grade level and achieve on time **graduation**



This new, wrap-around intervention strategy has worked extremely well for many of ITCA students in need. For example, “Lisa” came to ITCA failing every course and had a general apathy towards school. She was overwhelmed and didn’t know how to manage her time or organize her work. The Family Academic Support Liaison (FASL) was able to work with her to re-engage her, and help her with time management strategies. This resulted in much improved achievement levels. “Lisa” is now passing all of her classes. The parent says that the program was a ‘Godsend’ for her.

Five students have been exited from the FAST program, as demonstrated by their academic re-engagement. The FAST team is currently working with 19 students. First semester data from the 2016-17 school year indicates that students who have been engaged in the FAST program for four weeks have demonstrated a 6.98% increase in ELA scores and a 7.31% increase in their math scores. **(See the FAST Handbook in Exhibit 5)**

### *Instructional Coaching*

Also new this year is a robust instructional coaching program. Each teacher is assigned to an Instructional Coach (IC). The IC works with the teacher to determine measureable goals focused on improving their skills and fostering increased student achievement. Each month, the Instructional Coaches complete at least two observations and two feedback sessions per teacher. During each feedback session, the teacher and coach define the next action step(s) and the coach provides relevant resources and support.

The intent is to evolve from a teacher centered classroom into a student centered classroom where the students are active participants in their learning. The teachers and coaches have been focusing on preparing instructional content, lesson structure, pacing and expectations, and standards and objectives. Through the first 2 cycles of teacher observation and coaching in the 2016-2017 school year, ITCA teachers have received approximately a 7.5% increase in the scores provided by their instructional coaches during observations. **(See the IC Handbook in Exhibit 6)**

Along with the structured support of the Instructional Coach, the team has established an observation and feedback protocol and process that includes informal observations or classroom visits, formal

observations, and an annual evaluation for each teacher based on the State of Idaho approved Charlotte Danielson Model. The school administrator has a set observation and feedback schedule that allows the administrator to have regular classroom visits, discussions regarding student data, and overall support for the teacher. The goal of the observation and feedback evaluation process is to guide teachers to success in the virtual classroom and therefore continued academic success for the individual students. **(See the State Approved Danielson Evaluation documents in Exhibit 7)**

### *Professional Development*

Professional development is another key area that ITCA places as a priority of the school. Administrators, teachers, and staff all have individual professional development plans that allow each of them to set personal goals for their own professional success. Along with the individual professional development, ITCA offers a school-wide professional development plan to ensure the school as a whole is well informed and moving towards student success. **(See School Professional Development Opportunities in Exhibit 8)**

## **2. Is the school organizationally sound and compliant with applicable laws and regulations?**

**This portion of your narrative should address any concerns noted in the operational section of your annual performance reports. Include a description of actions you have taken to correct any outstanding issues, and focus on the outcomes of those actions.**

**Include a discussion of your school's student demographics by comparison to the state and surrounding district. If there are discrepancies, explain why you believe this is the case, any measures you have taken to ensure that all students feel welcome to enroll. Address the impact of your student demographics, whether they reflect diversity or lack thereof, on your academic outcomes.**

**It is also appropriate to discuss in this section any issues regarding topics such as organizational capacity, board oversight and governance, school leadership, school safety, and stakeholder satisfaction. Remember to focus on demonstrable evidence rather than anecdote.**

### **Annual Performance Reports**

As confirmed in both the 2014-2015 and 2015-2016 Annual Performance Reports (APR), ITCA is effectively managed and compliant with legal requirements.

In the 2014-2015 APR, the school scored 97.5% in the Operational Indicators section of the Performance Framework earning ITCA an "Honor" Accountability Designation for school operations. The only deficiency noted was the need to consistently maintain an expenditures website as required by IC 33-357 which ITCA remedied in August 2015.

In the 2015-2016 APR, the school scored 91.5% in the Operational Indicators section of the Performance Framework again earning it an "Honor" Accountability Designation for school operations. There were two measures which were scored less than the maximum points possible. In each case, ITCA has provided the following responses in the Annual Report Response Form and requests that the maximum points be awarded:



- *Measure 1a Implementation of Educational Program*
  - *Proficiency rates are very low and do not appear to reflect a student population that will be ready for the workforce as the charter commits.*

In 2015-2016, the average of ITCA student scores on the National Occupational Competency Testing Institute (NOCTI) Pathways Assessments exceeded (Business and Technology) or almost met (Health) the NOCTI national average (see below). This demonstrates that ITCA compares very favorably with its peers nationally in terms of its students' occupational competence.

**ITCA Results Compared to NOCTI National Average  
2015-2016**

Pathway	ITCA School Average	NOCTI National Average
<b>Business Pathway</b>	70%	69%
<b>Technology Pathway</b>	56%	54%
<b>Health Pathway</b>	68%	72%

The initial benchmark of 80% previously set as the school's designation for proficiency, or "Meets Expectations", in its Mission Specific goals is not aligned with national norms. ITCA intends, therefore, to amend the Mission Specific goals in the coming year to bring them more into alignment with national norms.

- *There are no policies in place to assist students in finding qualified internships.*

ITCA is in its third year of operation in 2016-2017 and has been building components of the program as the school matures. ITCA's intent is to have internships developed and deployed in the student's fourth year of attendance (as stated in the Performance Certificate) which will begin in 2017-2018.

- *Only two out of the four career pathways have been approved by CTE.*

The ITCA Performance Certificate does not speak to a requirement to have any of its pathways CTE approved. Therefore, the school is not out of compliance. That said, there are requirements for a school to be eligible for CTE certification. In its first two years, ITCA did not have that level of maturity.

- *The Advisory Board as required by CTE and the charter has not met in over two years of operation.*

As stated above, ITCA has been building components of the school as the school matures. The intent is to have an Advisory Committee in the current school year (the school's third year) to coincide with the commencement of occupational courses in the school's third and fourth years.

- *Measure 2a Financial and Compliance Reporting*
  - *The school's FY15 independent fiscal audit, due October 15, 2015, was submitted on October 21, 2015.*

The completed audit was in fact submitted to the Public School Charter Commission at 4:50 pm on October 15, 2015. The school Board met at their regularly scheduled October 20, 2015, meeting and approved the audit. The Board approved audit was submitted to the PCSC at 7:21 am on October 21, 2015. IC 33-701(6) requires the audit to be submitted to the State Department of Education by November 10. ITCA will continue to ensure that the audit is submitted on a timely basis.

## Student Demographics

In the ITCA charter application, the school projected that it would have a “demographic representative of the students around the state.” In fact, based on the students enrolled in SY2016-2017, the ITCA students are even more demographically diverse than students across the state. Comparing SY2016-2017 ITCA students to other Idaho public school students as reported in the ITCA 2015-2016 APR and the Idaho Public Charter School Commission 2015 Annual Report, ITCA’s student population is more diverse than the state’s in terms of having greater proportions of non-white and special needs students and nearly an equal proportion of low income students. Similar to 83% of PCSC portfolio charter schools in 2015, there are no students with Limited English Proficiency (LEP) enrolled in ITCA in SY2016-2017.<sup>4</sup>

ITCA STUDENT DEMOGRAPHICS COMPARED TO STATE OF IDAHO STUDENT DEMOGRAPHICS		
	ITCA*	STATE OF IDAHO STUDENTS **
Non-White	25.52 %	23.84%
Free & Reduced Lunch Eligible	46.89%	47.27%
Special Needs	11.03%	9.76%
Limited English Proficiency	0.00%	8.61%
*Source: ITCA Enrollment Report September 21, 2016		
**Source: ITCA Annual Performance Report January 2016		

Since the vision of ITCA is to provide career pathways to students who are geographically dispersed, academically deficient, and at risk and underserved, ITCA has used many strategies to ensure that all students feel welcome to enroll including:

- Online Marketing: Banner & Search Engine Marketing (SEM)
- Television
- Print Ads
- Radio
- Electronic Communications (emails)
- Direct Mail
- Grassroots Initiatives

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<sup>4</sup> Idaho Public Charter School Commission. *Idaho Public Charter School Commission 2015 Annual Report*. Boise: Idaho Public Charter School Commission, 2016. Accessed October 27, 2016.  
<https://chartercommission.idaho.gov/>

- In-person & Online Events
- Sponsorships/Partnerships

As described in the response to Question 1 above, ITCA has a focus to provide career pathways to its students especially the academic deficient as well as those who are at risk and underserved. ITCA's student population is more diverse than the state's in terms of having greater proportions of non-white and special needs students and an almost equal proportion of economically disadvantaged students. There are several student academic outcomes that indicate that, despite the challenges of credit deficiency and mobility, ITCA is serving the target population very well:

- In 2015-2016, ITCA students as a whole performed at or above the national average on the National Occupational Competency Testing Institute (NOCTI) Pathways Assessment in both Business and Technology.
- 56% of ITCA students enrolled in career pathways are considered economically disadvantaged. In 2015-2016 this group of students scored higher than the national average on the NOCTI Business and Health Pathway assessments and scored just below the national average on the Technology Pathway Assessment.
- In 2016, ITCA scored higher than the national average on the SAT.
- In both 2014-2015 and 2015-2016, two-thirds of ITCA students were female exceeding the national average of less than half of students enrolled in career academies being women.

### Organizational Capacity/Board Oversight and Governance

The ITCA Board is operating in accordance with the law and complying with state, federal, and authorizer reporting requirements. Board members include:

**Kerry Wysocki, Chairman**, (March 2013) is General Manager of Northwest Machining & Mfg., Inc. a precision machine shop which manufactures parts for the Aerospace Industry, Nuclear Industry, Defense Industry, Oil Field and many others. Kerry also volunteers time on the CWI and the Dennis Center Manufacturing Advisory Committees, and works as an Idaho Skills USA Machining and Manufacturing event coordinator.

**Jim Moore, Vice Chairman**, (July 2014) is a Certified Regulatory Affairs Professional (RAC) with experience in small, medium, and large FDA regulated industries with emphasis on Class I, II, and III medical device firms. He has prepared and received approval for 510(k), IDE and PMA product submissions in cardiovascular, dental, ophthalmic, general hospital, and other categories.

**Mike Falconer, Secretary**, (October 2013) worked as the Planner/Coordinator for the Idaho Division of Professional-Technical Education for 15 years, and is a retired Engineering and Planning Officer from the United States Army. Has vast experience in project planning and policy.

**Mark McCormack, Treasurer**, (October 2013) is an engineering program manager with experience in product development, project management, technical documentation, regulatory compliance and approval processes. Experience with systems engineering and test, sales, product marketing, and customer training and presentations. He possesses a Bachelor's degree in engineering and holds multiple patents.

## Organizational Capacity/School Leadership

ITCA has had a very stable, effective school leadership team since the school opened in 2014. The team now includes:

**Monti L. Pittman, Head of School**, was the academic administrator for the Idaho Virtual Academy (IDVA) Alternative Program prior to leading ITCA. Before coming to IDVA, Monti spent four years as executive director for the iSucceed Virtual High School in Idaho, guiding the school from start-up to maturity. He received his M.B.A. from Idaho State University in 1994. He spent many years working as a business and IT manager for a number of companies in Idaho, including MCMS, ComputerLand Technology Group, and the J.R. Simplot Company. For six and a half years prior to coming to iSucceed, he used his industry experience to implement and support innovative Engineering and Technology Education programs in Idaho schools through the Division of Professional-Technical Education; most recently finding success in bridging the gap between Secondary Engineering and Technology Education programs and Post-Secondary Engineering programs.

**Brad Christopherson, ITCA Operations Manager**, started with ITCA in February of 2015. He graduated with a degree from Boise State University in Finance. While in school, he was an instructor of Microsoft Word, Excel, and Access. Before working for ITCA, he worked in loan operations at Wells Fargo. Brad will soon be pursuing his PMI.

**Amanda Judd, ITCA Special Education Administrator**, joined Idaho Virtual Academy in 2009 and Idaho Technical Career Academy in 2016. She enjoys partnering with families to ensure that students with disabilities are supported and able to reach their full potential. She lives in Post Falls with her two children and enjoys reading, hiking, running, and spending time with her family and friends.

**Allen Wenger, ITCA Financial Manager**, joined K<sup>12</sup> in 2007. He has a bachelor's degree in accounting from the University of Wisconsin-Whitewater and a master's in finance and banking from Wright State University in Dayton Ohio. Allen has work experience in the U.S. government, Peace Corps, and the Department of Defense. He spent 30 years in the civil service, working as a financial officer in the Air Force.

**Mike Groshong, ITCA Human Resources Director**, began as IDVA's operations manager in the school's inaugural year. His background includes four years as an intelligence analyst and Russian interpreter with the U.S. Navy, and almost 18 years in upper management with American Drug Stores. He served as the dean of students, athletic director, and student council advisor for Butte County School District. Mike has a bachelor's degree in history from the University of Montana and is pursuing a degree in corporate training from Idaho State University.

**Heidi Higgins, Senior Local Development Manager for K12 schools in Idaho**, was educated at Brigham Young University. As the senior local development manager she helps the school connect to different Idaho communities by developing partnerships with businesses and organizations as well as hosts events and information sessions. She also works with teachers and families to ensure interactivity within the school.

## Stakeholder Satisfaction

### Family Pulse Checks

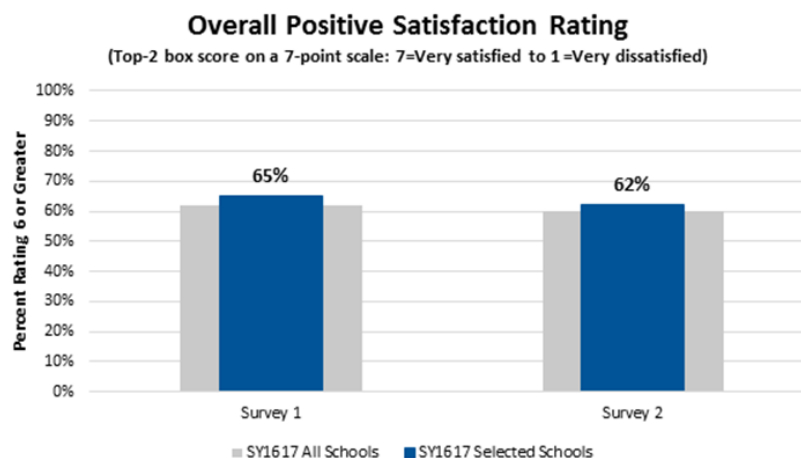
In the SY2016-2017, ITCA families and staff participate in the Students First Check In (Family Pulse Check) program. Pulse Check surveys began just before school started and will continue regularly throughout the school year. The program identifies families who may need additional support and informs the development of relevant programming and resources for them. Given ITCA's focus on providing career pathways to students who are academically deficient, at risk, and underserved, this program is critical for student success as it:

- Provides families simple, regular, easy opportunities to communicate a need for assistance
- Sets realistic expectations with families based upon what ITCA provides
- Provides data in a timely manner for ITCA to be able to act upon efficiently and effectively
- Informs programming for and improvements to the holistic experience
- Builds greater internal capability to further strengthen and drive more dynamic programming and relevant family facing content

There have been three Pulse Check Surveys sent to ITCA families so far in the SY2016-2017. The sample size of Survey 3 was below the limit set to ensure confidentiality and valid analysis. Sample sizes of Surveys 1 and 2 were sufficiently large to report below. Survey 1 (63 responses year to date) was sent one week prior to the school start date (rolling for in-year enrollees). Survey 2 (37 responses year to date) was sent two weeks after the school start date (also rolling for in-year enrollees).

**Question 1: How satisfied are you currently with your overall ITCA experience?**  
**(1. Very Dissatisfied – 7. Very Satisfied)**

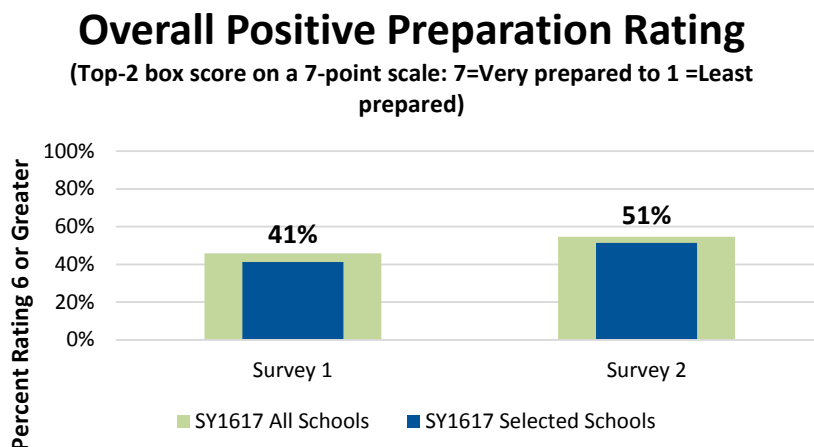
The positive satisfaction rating (6 or above) by almost two-thirds of ITCA families in both surveys was slightly above the national average of all K12 managed public schools.



**Question 2: How well prepared for school do you feel at this point?**  
**1. Very Unprepared - 7. Very Prepared**

While “feeling prepared” was rated slightly below the national average for K12 managed public schools, it increased 10 points from ITCA’s Survey 1 (the week before school started) to Survey 2 (two weeks after

school started) which demonstrates a successful supportive onboarding experience for families and students.



#### Statements of Family Satisfaction with ITCA

The following statements of family satisfaction have been captured from the ITCA Family Pulse Check survey responses:

- *I feel that you have done and are doing a good job and giving (student name) the opportunity to succeed. (Student name) has needed to take initiative herself. Our experience may not have been wonderful so far, but you have been fulfilling your part.*
- *So far it has been great. This is our first year so I am still feeling my way around and hoping I am doing this program justice for my daughter.*
- *Everyone is extremely helpful and friendly and feel I can call or email any of them for help!*
- *Response times have been amazing compared to what we are used to and follow through has been very thorough. Thank you!*

The following testimonials are from students who graduated from ITCA in 2016 and a Learning Coach of one of those students:

*ITCA Graduate 1: ITCA has helped me reach my goal of graduating high school by working with me and letting me do my classwork on my own time. At traditional high school, I was having a hard time making it to class and doing my school work because I worked late nights. I dropped out and switched to ITCA. Around the same time I enrolled, I started a different job with different hours. ITCA worked with me and supported me when I was having a hard time catching up, they really cared about whether I graduated or not. Without the teachers and principal, Mr. Pittman, I never would have graduated and I never would have received my diploma. I currently work with my girlfriend's dad at the family started business. Once the business gets off the ground, I will be going to college to get a degree in business to better help the business and have a larger role within the company. Thanks to all at ITCA for their hard work. I would absolutely recommend this school to anyone.*

*ITCA Graduate 2: ITCA focuses on your needs and wants as a student, and will do what they can to help you achieve your goals. I had a difficult time at a traditional school because if I was having a hard time with a subject, the teacher would try to help, but the classes were always so big that they couldn't just*

*focus on one student. At ITCA, the teachers were always there to help if you had questions. They constantly kept in contact with you and are willing to work with and support you. ITCA helped me become a more motivated and disciplined individual. I never would have found the determination to finish high school if I hadn't enrolled in ITCA. I am now currently enrolled with Argosy University working towards my Doctorate to become either a Prison Psychiatrist or an Expert Witness in murder cases. I never would have been able to pursue my dream of receiving my doctorate if it weren't for everyone at ITCA. Thank you all for your help and devotion.*

*Parent Learning Coach: When my daughter...came to me and said she wasn't happy at her high school and wanted to look into an online option, I was very reluctant. Once (she) was enrolled and we spoke with the teachers, I knew this was the right choice for (her). She was happy and confident again and looked forward to graduating and attending college. It was all she talked about. So when our youngest daughter had a major surgery this year, without a doubt, we knew ITCA was where she needed to attend for the year while she healed. The teachers and staff have been so helpful and caring during her recovery and we are beyond thankful for all that everyone at ITCA has done for our daughters and (student name). Thank you so much!*

### **3. Is the school a fiscally sound, viable organization?**

**This portion of your narrative should describe the school's financial status, both at present and over the long term. Any concerns noted in the financial section of your annual performance reports should be addressed. You should also discuss any concerns about independent fiscal audit findings, internal controls, and under enrollment. Be sure to explain the reasons the concerns came about, the actions you have taken to address them, and the especially outcomes of those actions.**

**If your school faces unresolved financial uncertainty, it is appropriate to discuss how you will ensure that your students' educational experience is not negatively affected while you work toward a stronger financial position.**

#### **Financial Performance**

It is evident that ITCA has the fiscal soundness and resources to continue operating as a viable organization in the immediate and long term future. This is demonstrated through its Annual Performance Reports (APR) (**See Exhibit 9**), its Educational Products and Services Agreement (EPSA) with K12 Inc. (**See Exhibit 10**) and a letter from K12 Inc. reiterating the financial commitments to ITCA (**See Exhibit 11**), and its current fiscal policies, procedures, and practices. (**See Exhibit 12**)

#### **Annual Performance Report**

In the both the 2014-2015 and 2015-2016 Annual Performance Reports (APRs), there were no areas of financial concern identified. In both reports, the school scored 100% of the maximum points in Measure 1d Default in the Financial Indicators section of the Performance Framework and was exempt from evaluation of the other sections primarily due to the deficit protection provision in the contract with K12 discussed below. ITCA earned an "Honor" Accountability Designation for school finance in both the 2014-2015 and 2015-2016 APRs. (**See APRs in Exhibit 9**).

### *Deficit Protection*

ITCA has entered into an Educational Products and Services Agreement (“EPSA”) with K12 Inc. relating to the operation of the school, including its financial management. Under the terms of the EPSA, K12 Inc. will provide Balanced Budget Credits (as defined in the EPSA) to ensure that the school does not experience a negative net asset position. This deficit protection provision assures that ITCA will meet the financial measures in its Performance Certificate in the future. **(See Financial Commitment Letter in Exhibit 11)**

### *Financial Policies and Procedures*

In addition to the guarantee of financial viability under the EPSA, ITCA is committed to sound fiscal management and integrity through its financial policies, practices, and reporting. ITCA has adopted a Financial Policies and Procedures manual that outlines the internal controls and procedures in areas of accounting, financial reporting, information technology, and human resources services. This manual is reviewed and updated as needed. **(See the Fiscal Policies and Procedures in Exhibit 12)**

### *Public Reporting*

ITCA complies with all public reporting requirements relating to its financial management. It publishes certain financial reports relating to school expenditures, salaries, certified contracts, and vendor contracts on its website under the About Our School section.

### *Independent Audit*

The most recent independent financial audit did not identify any material or non-material deficiencies. **(See the ITCA Financial Audit in Exhibit 13).**

## **4. If renewed, what is the school’s plan for its next performance certificate term?**

**This portion of your narrative should discuss plans for the future of your school. Summarize your strategic plan, looking ahead to the upcoming five-year term.**

**If outstanding concerns remain in any of the areas considered earlier (academic, operational, or financial), this is an appropriate place to explain your action plan and timeline for resolving those concerns. It is particularly important to focus on the measurable results you expect to achieve by specified points in time.**

**You should also provide information regarding any intention to propose an expansion or replication, programmatic change, or other substantial modification to your school that may occur during the upcoming, five-year term.**

**Finally, please include in this section a description of any plans you have for disseminating your successes for the benefit of other schools, teachers, and students.**

As a school that has demonstrated year over year growth in its academic and occupational programs, ITCA will continue to evaluate the success of its programs and make needed adjustments to ensure high-quality educational services. ITCA remains committed to providing all Idaho students a chance at success regardless of zip code, economic status, previous test scores or other risk factors.



The Board continues to be engaged in the long-term planning and oversight concerning the future of the school. It adheres to faithful compliance with the school charter, addressing organizational capacity, the challenges of honoring financial obligations, promoting the academic and occupational educational programs, and the overall performance of the school.

Having demonstrated year over year academic growth as shown in the response to Question 1 above, the school plans to continue the trend with the deployment of its comprehensive academic plan overview as articulated above and outlined in **Exhibit 4**. This plan will continue to guide the school through its clearly defined instructional cycles designed to focus instruction on the students in the areas where they need it the most.

The school will also continue the successful implementation of its occupational programs. Year over year, ITCA has continued to build its occupational program offerings, and the school board remains committed to that vision. To date, ITCA has deployed its occupational programs as envisioned based on the timeline of a new school; i.e. with each year, the school is able to add additional components of its programs on its way to its completion of being able to offer full programs.

Next year, ITCA will offer the capstone classes for the first time. The capstone course is the last class in a program of study. This course will allow the students to demonstrate the occupational competence that they have achieved over the course of their time at ITCA, and will represent their ability to successfully pursue industry certifications.

ITCA is also preparing to deploy industry experience opportunities for students. The intent is to have students pursue 'jobs' in their senior project. The first semester of a student's final year, the student will participate in career explorations, focusing on resumes and cover letters, and interviewing, finding, and contacting potential employers. The students will use the skills learned in this first semester to set up their industry experience internship for the second semester. The intent is to teach the student how to look for and find their own jobs.

ITCA will continue to expand its post-secondary articulation agreements with community colleges in Idaho, and expand its program offerings. Additional health care courses can be added for example, based on student interest, to provide additional opportunities for students. The school will also continue developing relationships with school districts and industry.

ITCA has proven its ability to deploy and offer successful occupational programs as demonstrated by our assessment scores as compared to national scores on the nationally recognized NOCTI assessments. It will continue to provide students who are struggling with their education an alternative academic program to help them stay in school, receive occupational training, achieve a high school diploma, and be prepared for success in college, work and life. The ITCA Board strongly desires to continue providing this opportunity for many years to come. In order to do this, the ITCA Board is requesting the opportunity to continue to serve its student population in Idaho through renewal of the charter for another term.

## **Exhibits**

**Please attach any exhibits necessary to support your application narrative. All exhibits should:**

- **Be immediately relevant to evidence and analysis presented in your renewal performance report. (Any other information should already have been submitted by the optional July 15 auxiliary performance data submission deadline.)**
- **Provide clear and objective evidence, rather than anecdotal information, to clarify or correct the contents of the renewal performance report.**
- **Be in Word or Excel format.**
- **Be referred to using an exhibit number in the relevant portion of the table of contents and application narrative.**
- **Be clearly labeled (both file name and within the document) with the school name and exhibit number.**

**Exhibit 1      ITCA Certificate of Assumed Business Name**

**Exhibit 2      Idaho Hot Jobs**

**Exhibit 3      High School Course Alignments**

**Exhibit 4      Academic Plan Overview**

**Exhibit 5      Family Academic Support Team (FAST) Handbook**

**Exhibit 6      Instructional Coach Handbook**

**Exhibit 7      State Approved Danielson Evaluation**

**Exhibit 8      School Professional Development Opportunities**

**Exhibit 9      ITCA 2014-2015 and 2015-2016 Annual Performance Reports**

**Exhibit 10     Educational Products and Services Agreement**

**Exhibit 11     K12 Financial Commitment Letter**

**Exhibit 12     ITCA Fiscal Policies and Procedures**

**Exhibit 13     ITCA Financial Audit**



# CERTIFICATE OF ASSUMED BUSINESS NAME

Title 30, Chapter 21, Part 8, Idaho Code.

Filing fee: \$25.00.

IDAHO TECHNICAL CAREER ACADEMY

EXHIBIT 1

FILED EFFECTIVE

2015 OCT -9 AM 8:51

SECRETARY OF STATE  
STATE OF IDAHO

1. The assumed business name which the undersigned use(s) in the transaction of business is:

Idaho Technical Career Academy

2. The individual and/or entity names and business address(es) of those doing business under the assumed business name (do not include the name you listed in #1):

Idaho College and Career Readiness Academy, 1965 S. Eagle Road #150, Meridian, ID 83642

(Name) (C197837) (Address) Inc.

(Name) (Address)

(Name) (Address)

(Name) (Address)

3. The general type of business transacted under the assumed business name is:

<input type="checkbox"/> Retail Trade	<input type="checkbox"/> Construction	<input type="checkbox"/> Transportation and Public Utilities
<input type="checkbox"/> Wholesale Trade	<input type="checkbox"/> Agriculture	<input type="checkbox"/> Mining
<input checked="" type="checkbox"/> Services	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Finance, Insurance, and Real Estate

4. Mailing address for future correspondence:

Idaho Technical Career Academy

(Name)

1965 S. Eagle Road, Suite 150

(Address)

Meridian, Idaho 83642

(City)

(State)

(Zipcode)

5. Name and address for this acknowledgment copy is (if other than # 4):

(Name)

(Address)

(City)

(State)

(Zipcode)

Printed Name: Kerry Wysocki, President

Signature: *Kerry Wysocki*

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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Rev. 08/2015

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IDAHO SECRETARY OF STATE

10/09/2015 05:00

CK: 2224 CT: 315488 BH: 1495693  
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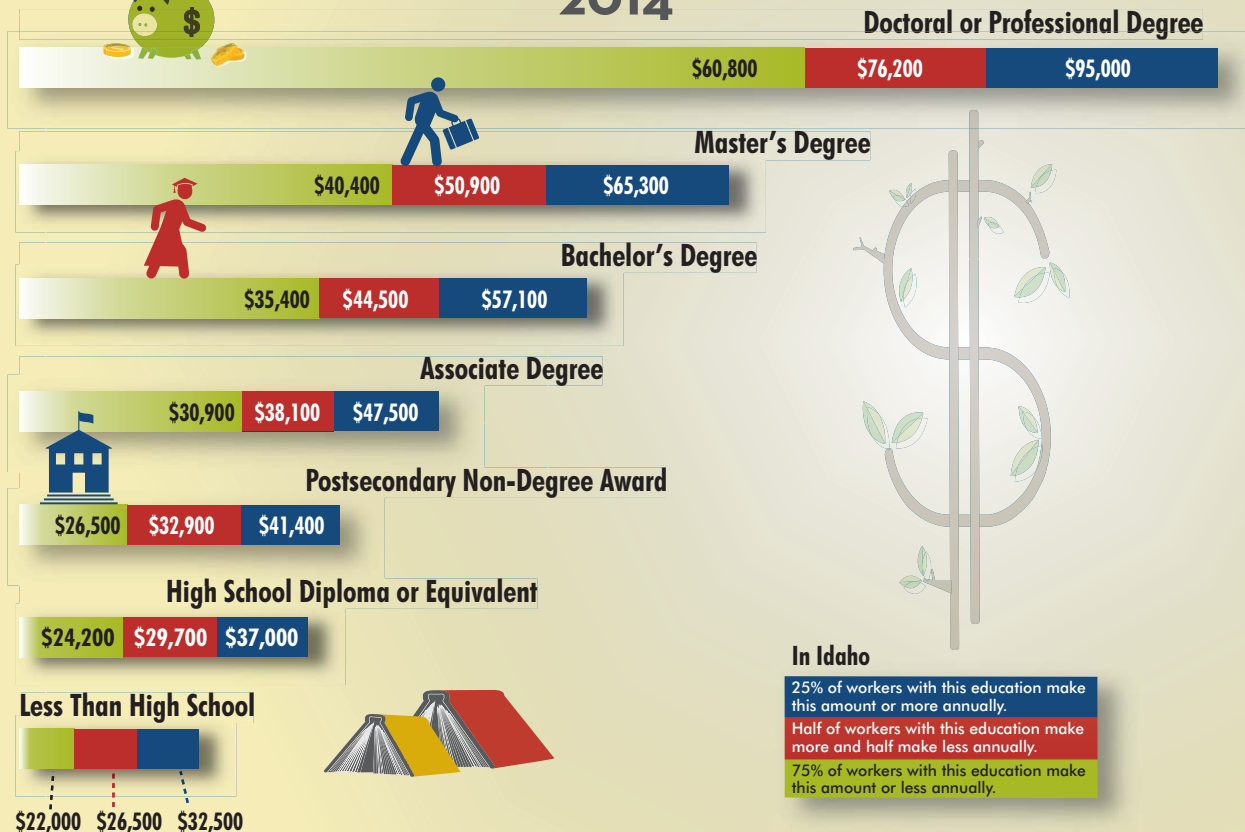
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# IDAHO

Jobs  Education  Wages

## EDUCATION AND TRAINING PAY

2014



### In Idaho

25% of workers with this education make this amount or more annually.  
 Half of workers with this education make more and half make less annually.  
 75% of workers with this education make this amount or less annually.

\* Previous education and training publications reflected use of educational attainment levels from the Occupation Information Network system. This and subsequent publications will use the U.S. Census Bureau's American Communities Survey findings for educational attainment results as they provide more accurate and realistic findings that arrays the results from entry to experienced levels.

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Idaho Department of Labor

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I-67-12 Rev. 11/2014

## IDAHO HOT JOBS

2012-2022



WHAT ARE THEY?

HOW MUCH DO THEY PAY?

WHAT EDUCATION IS REQUIRED?

Explore careers at [labor.idaho.gov/careers](http://labor.idaho.gov/careers) and see more job growth and wages at [lmi.idaho.gov](http://lmi.idaho.gov).

IDAHO  
DEPT. OF LABOR

**let's work.**

[labor.idaho.gov/lmi](http://labor.idaho.gov/lmi)

# IDAHO HOT JOBS 2012-2022 - JOBS THAT ARE ABUNDANT, FAST GROWING AND HIGH PAYING.

<b>1</b>	<b>PHARMACISTS</b> 1,763  32.36% 75  \$53.82 Doctoral or Professional Degree	<b>8</b>	<b>DENTAL HYGIENISTS</b> 1,357  21.59% 53  \$35.02 Associate Degree	<b>15</b>	<b>PHYSICIANS and SURGEONS, ALL OTHER</b> 841  19.80% 32  N/A Doctoral or Professional Degree
<b>2</b>	<b>REGISTERED NURSES</b> 15,511  26.35% 562  \$28.36 Associate Degree	<b>9</b>	<b>MARKET RESEARCH ANALYSTS and MARKETING SPECIALISTS</b> 1,959  31.92% 67  \$24.31 Bachelor's Degree	<b>16</b>	<b>ELECTRICAL ENGINEERS</b> 1,451  15.80% 47  \$43.41 Bachelor's Degree
<b>3</b>	<b>PHYSICAL THERAPISTS</b> 1,502  31.52% 64  \$37.43 Doctoral or Professional Degree	<b>10</b>	<b>NURSE PRACTITIONERS</b> 723  30.04% 28  \$42.71 Master's Degree	<b>17</b>	<b>DIAGNOSTIC MEDICAL SONOGRAPHERS</b> 632  50.84% 27  \$29.85 Associate Degree
<b>4</b>	<b>SOFTWARE DEVELOPERS, APPLICATIONS</b> 2,117  22.23% 60  \$33.62 Bachelor's Degree	<b>11</b>	<b>ELECTRICAL POWER-LINE INSTALLERS and REPAIRERS</b> 1,002  21.16% 47  \$38.11 High School Diploma or Equivalent	<b>18</b>	<b>PLUMBERS, PIPEFITTERS and STEAMFITTERS</b> 2,005  31.73% 67  \$20.08 High School Diploma or Equivalent
<b>5</b>	<b>PHYSICIANS ASSISTANTS</b> 899  32.99% 34  \$42.38 Master's Degree	<b>12</b>	<b>COMPUTER SYSTEMS ANALYSTS</b> 1,263  21.79% 39  \$34.71 Bachelor's Degree	<b>19</b>	<b>HEALTH SPECIALTIES TEACHERS, Postsecondary</b> 680  36.82% 26  N/A Doctoral or Professional Degree
<b>6</b>	<b>INDUSTRIAL MACHINERY MECHANICS</b> 2,336  30.65% 107  \$22.39 High School Diploma or Equivalent	<b>13</b>	<b>COST ESTIMATORS</b> 1,241  35.63% 62  \$23.32 Bachelor's Degree	<b>20</b>	<b>CARPENTERS</b> 7,011  28.57% 223  \$16.48 High School Diploma or Equivalent
<b>7</b>	<b>ELECTRICIANS</b> 3,746  29.08% 139  \$21.21 High School Diploma or Equivalent	<b>14</b>	<b>SALES REPRESENTATIVES</b> Wholesale and Manufacturing, Except Technical and Scientific Products 7,223  18.04% 229  \$22.56 High School Diploma or Equivalent		

Occupation Definition Source: Bureau of Labor Statistics 2000 Standard Occupational Classification. Industry Definition Source: 2007 North American Industry Classification System.

## Symbol Key

	Projected Employment		Required Education
	Percentage Growth		Median Hourly Wage
	Annual Openings		

**IDAHO TECHNICAL CAREER ACADEMY  
EXHIBIT 3  
HIGH SCHOOL COURSE ALIGNMENTS**

MTH128 Summit Algebra 1				
Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
<b>Semester A</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Expressions and Problem Solving</b>				
3	Unit A1	1	Exchange Ideas	Threaded Discussion Board
4	Unit A1	2	Expressions	6.EE.A.1: Write and evaluate numerical expressions involving whole-number exponents.; 6.EE.A.2.c: Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube HSA.SSE.A.1.a: Interpret expressions that represent a quantity in terms of its context.a. Interpret parts of an expression, such as terms, factors, and coefficients.;
5	Unit A1	3	Variables	6.EE.A.2.c: Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$ .; 6.EE.B.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given
6	Unit A1	4	Equations	HSA.SSE.A.1.a: Interpret expressions that represent a quantity in terms of its context.a. Interpret parts of an expression, such as terms, factors, and coefficients.;
7	Unit A1	5	Translate Words into Variable Expressions	6.EE.A.2.c: Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$ .; 6.EE.B.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given
8	Unit A1	6	Translate Words into Equations	6.EE.A.2.a: Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$ .; 6.EE.B.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.; 7.EE.B.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
9	Unit A1	7	Your Choice	6.EE.A.2.a: Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$ .; 6.EE.B.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.; 7.EE.B.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
10	Unit A1	8	Problem Solving	7.EE.B.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
11	Unit A1	9	Dimensional Analysis	HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data

MTH128 Summit Algebra 1				
Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
12	Unit A1	10	Structure and Meaning	HSA.SSE.A.1.a: Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.; HSA.SSE.A.1.b: Interpret expressions that represent a quantity in terms of its context. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.
13	Unit A1	11	Unit Review	
14	Unit A1	12	Unit Test	
<b>Sem A Unit 2 One-Variable Linear Equations and Inequalities</b>				
15	Unit A2	1	Exchange Ideas	
16	Unit A2	2	One-Step Equations	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
17	Unit A2	3	Multiple Transformations	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
18	Unit A2	4	Variables on Both Sides of an Equation	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
19	Unit A2	5	Your Choice	
20	Unit A2	6	Applications of Linear Equations	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
21	Unit A2	7	Solve Literal Equations	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
22	Unit A2	8	Your Choice	
23	Unit A2	9	Solve Inequalities	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
24	Unit A2	10	Applications of Inequalities	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
25	Unit A2	11	Reasoning	HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
26	Unit A2	12	Unit Review	
27	Unit A2	13	Unit Test	
<b>Interim Checkpoint 1</b>				
28			Interim Checkpoint 1	
29			Your Choice	
30			Your Choice	
<b>Sem A Unit 3 Two-Variable Linear Equations and Inequalities</b>				
31	Unit A3	1	Exchange Ideas	
32	Unit A3	2	Graphs of Lines	HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.; HSA.REI.D.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be
33	Unit A3	3	Forms of Linear Equations	HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
34	Unit A3	4	Write Equations of Lines	HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
35	Unit A3	5	Your Choice	



MTH128 Summit Algebra 1				
Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
36	Unit A3	6	Graph Linear Inequalities	HSA.REI.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.; HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations
37	Unit A3	7	Systems of Linear Inequalities	HSA.REI.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.; HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations
38	Unit A3	8	Constraints	HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
39	Unit A3	9	Unit Review	
40	Unit A3	10	Unit Test	
<b>Sem A Unit 4 Working with Functions</b>				
41	Unit A4	1	Exchange Ideas	
42	Unit A4	2	Relations and Functions	HSF.IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .; HSF.IF.A.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
43	Unit A4	3	Function Equations	HSF.IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .; HSF.IF.A.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
44	Unit A4	4	Extended Problems: Function Applications	
45	Unit A4	5	Your Choice	
46	Unit A4	6	Linear Functions	HSF.IF.C.7.a: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.; HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and
47	Unit A4	7	Transform Linear Functions	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
48	Unit A4	8	Intercepts	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.



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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
49	Unit A4	9	Think About Domain and Range	HSF.IF.B.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate domain for the function.
50	Unit A4	10	Absolute Value Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
51	Unit A4	11	Piecewise-Defined Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
52	Unit A4	12	Step Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
53	Unit A4	13	Unit Review	
54	Unit A4	14	Unit Test	
<b>Interim Checkpoint 2</b>				
55			Interim Checkpoint 2	
56			Your Choice	
57			Your Choice	
<b>Sem A Unit 5 Radicals and Exponents</b>				
58	Unit A5	1	Exchange Ideas	
59	Unit A5	2	Irrational Numbers	HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational
60	Unit A5	3	Simplify Radical Expressions	HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents.
61	Unit A5	4	Operations with Radical Expressions	HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational
62	Unit A5	5	Properties of Rational and Irrational Numbers	HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational
63	Unit A5	6	Your Choice	
64	Unit A5	7	Properties of Exponents	HSN.RN.A.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.; HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of
65	Unit A5	8	Growth and Decay Equations	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
66	Unit A5	9	Rewrite Exponential Expressions	HSA.SSE.B.3.c: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
67	Unit A5	10	Unit Review	
68	Unit A5	11	Unit Test	
<b>Sem A Unit 6 Exponential Functions</b>				
69	Unit A6	1	Exchange Ideas	
70	Unit A6	2	Graph Exponential Functions	HSA.REI.D.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).; HSF.IF.C.7.e: ;Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
71	Unit A6	3	Features of Exponential Functions	HSF.IF.C.7.e: ;Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.; HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
72	Unit A6	4	Transform Exponential Functions	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
73	Unit A6	5	Your Choice	
74	Unit A6	6	Interpret Exponential Graphs	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
75	Unit A6	7	Average Rate of Change	HSF.IF.B.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
76	Unit A6	8	Identify Linear and Exponential Functions	HSF.LE.A.1.a: Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.; HSF.LE.A.1: Distinguish between situations that can be modeled with linear functions and with exponential functions.
77	Unit A6	9	Multiple Representations	HSF.IF.C.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
78	Unit A6	10	Unit Review	
79	Unit A6	11	Unit Test	
<b>Sem A Unit 7 Sequences and Modeling with Functions</b>				
80	Unit A7	1	Exchange Ideas	
81	Unit A7	2	Sequences and Patterns	HSF.IF.A.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ .
82	Unit A7	3	Arithmetic Sequences	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
83	Unit A7	4	Geometric Sequences	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
84	Unit A7	5	Extended Problems:	

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
85	Unit A7	6	Your Choice	
86	Unit A7	7	Function Parameters	HSF.LE.B.5: Interpret the parameters in a linear or exponential function in terms of a context.
87	Unit A7	8	Model Linear Relationships	HSF.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
88	Unit A7	9	Model Exponential Relationships	HSF.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
89	Unit A7	10	Unit Review	
90	Unit A7	11	Unit Test	
<b>Semester 2</b>				
Day			Title	
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem B Unit 1 Systems of Equations</b>				
3	Unit B1	1	Exchange Ideas	
4	Unit B1	2	Graphs of Systems	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
5	Unit B1	3	Approximate Solutions with Graphs	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
6	Unit B1	4	Graph Systems to Solve Equations	HSA.REI.D.11: Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
7	Unit B1	5	Your Choice	
8	Unit B1	6	Substitution Method	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
9	Unit B1	7	Linear Combination	HSA.REI.C.5: Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.; HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in
10	Unit B1	8	Linear Combination with Multiplication	HSA.REI.C.5: Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.; HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in
11	Unit B1	9	Applications: Systems of Linear Equations	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
12	Unit B1	10	Unit Review	
13	Unit B1	11	Unit Test	
<b>Sem B Unit 2 Polynomials</b>				
14	Unit B2	1	Exchange Ideas	
15	Unit B2	2	Overview of Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
16	Unit B2	3	Add and Subtract Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
17	Unit B2	4	Multiply with Monomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
18	Unit B2	5	Your Choice	

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
19	Unit B2	6	Multiply Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
20	Unit B2	7	Your Choice	
21	Unit B2	8	Common Factors of Polynomials	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
22	Unit B2	9	Factor Perfect Squares	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
23	Unit B2	10	Factor Differences of Squares	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
24	Unit B2	11	Factor Quadratic Trinomials	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
25	Unit B2	12	Find Roots of a Polynomial	HSA.SSE.B.3.a: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it
26	Unit B2	13	Unit Review	
27	Unit B2	14	Unit Test	
Interim Checkpoint 3				
28			Interim Checkpoint 3	
29			Your Choice	
Sem B Unit 3 Quadratic Equations				
30	Unit B3	1	Exchange Ideas	
31	Unit B3	2	Solve Perfect Square Equations	HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
32	Unit B3	3	Complete the Square	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
33	Unit B3	4	The Quadratic Formula	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
34	Unit B3	5	The Discriminant	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
35	Unit B3	6	Your Choice	

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
36	Unit B3	7	Solve Quadratic Equations	HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
37	Unit B3	8	Formulas with Quadratics	HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
38	Unit B3	9	Applications: Quadratic Equations	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.; HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.
39	Unit B3	10	Unit Review	
40	Unit B3	11	Unit Test	
<b>Sem B Unit 4 Quadratic Functions</b>				
41	Unit B4	1	Exchange Ideas	
42	Unit B4	2	Standard Form of a Quadratic Function	HSF.IF.C.7.a: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
43	Unit B4	3	Other Forms of a Quadratic Function	HSF.IF.C.7.a: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
44	Unit B4	4	Convert Between Forms	HSF.IF.C.8.a: Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.; HSA.SSE.B.3.a: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines.; HSA.SSE.B.3.b: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
45	Unit B4	5	Your Choice	
46	Unit B4	6	Transform Quadratic Functions	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
47	Unit B4	7	Quadratic Rates of Change	HSF.IF.B.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.; HSF.LE.A.3: Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
48	Unit B4	8	Linear/Quadratic Systems	HSA.REI.C.7: Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$ .
49	Unit B4	9	Your Choice	
50	Unit B4	10	Model with Quadratic Functions	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
51	Unit B4	11	Interpret Quadratic Function Graphs	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
52	Unit B4	12	Unit Review	
53	Unit B4	13	Unit Test	
<b>Interim Checkpoint 4</b>				
54			Interim Checkpoint 4	
55			Your Choice	
<b>Sem B Unit 5 Univariate Data</b>				
56	Unit B5	1	Exchange Ideas	
57	Unit B5	2	Measures of Center	HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
58	Unit B5	3	Frequency Distributions	HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
59	Unit B5	4	Box-and-Whisker Plots	HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
60	Unit B5	5	Your Choice	
61	Unit B5	6	Measures of Spread	HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
62	Unit B5	7	Appropriate Measures	HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.; HSS.ID.A.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of
63	Unit B5	8	Discuss/Extended Problems: Comparing Data Sets	HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
64	Unit B5	9	Fences and Outliers	HSS.ID.A.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).; HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
65	Unit B5	10	Unit Review	
66	Unit B5	11	Unit Test	
<b>Sem B Unit 6 Bivariate Data</b>				
67	Unit B6	1	Make Two-Way Tables	HSS.ID.B.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
68	Unit B6	2	Interpret Two-Way Tables	HSS.ID.B.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
69	Unit B6	3	Your Choice	
70	Unit B6	4	Scatterplots	HSS.ID.B.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are
71	Unit B6	5	Association	HSS.ID.C.8: Compute (using technology) and interpret the correlation coefficient of a linear fit.
72	Unit B6	6	The Correlation Coefficient	HSS.ID.C.8: Compute (using technology) and interpret the correlation coefficient of a linear fit.
73	Unit B6	7	Correlation and Causation	HSS.ID.C.9: Distinguish between correlation and causation.
74	Unit B6	8	Your Choice	
75	Unit B6	9	Fit a Line to Data	HSS.ID.B.6.a: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.; HSS.ID.C.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in



MTH128 Summit Algebra 1				
Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
76	Unit B6	10	Least Squares Regression	HSS.ID.B.6.a: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.; HSS.ID.C.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in
77	Unit B6	11	Quadratic Regression Models	HSS.ID.B.6.a: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential
78	Unit B6	12	Exponential Regression Models	HSS.ID.B.6.a: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential
79	Unit B6	13	Residuals	HSS.ID.B.6.b: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. b. Informally assess the fit of a function by plotting and analyzing residuals.
80	Unit B6	14	Unit Review	
81	Unit B6	15	Unit Test	
<b>Sem B Unit 7 Project</b>				
82			Project Day	
83			Project Day	
84			Project Day	
85			Project Day	
86			Project Day	
<b>End of Course Assessment</b>				
87			Semester 1 Test (Part 1 & 2)	
88			Your Choice	
89			Semster 2 Test (Part 1 & 2)	
90			Your Choice	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
<b>Semester A</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Basic Tools and Transformations</b>				
3	Unit A1	1	Exchange ideas	
4	Unit A1	2	Basic Geometric Terms and Definitions 1	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
5	Unit A1	3	Basic Geometric Terms and Definitions 2	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
6	Unit A1	4	Measuring Length	7.NS.A.1.c: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference. and apply this principle in real-world situations.
7	Unit A1	5	Measuring Angles	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.; 7.G.B.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.; 8.G.A.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.; 7.G.A.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle.
8	Unit A1	6	Transformations 1	HSG.CO.A.2: Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).; HSG.CO.A.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
9	Unit A1	7	Transformations 2	HSG.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
10	Unit A1	8	Discuss: Transformations	HSG.CO.A.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
11	Unit A1	9	Your Choice	



Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
12	Unit A1	10	Using Algebra to Describe Geometry 1	HSG.CO.A.2: Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
13	Unit A1	11	Using Algebra to Describe Geometry 2	HSG.CO.A.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
14	Unit A1	12	Polygons and Symmetry 1	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; 5.G.B.4: Classify two-dimensional figures in a hierarchy based on properties.
15	Unit A1	13	Polygons and Symmetry 2	HSG.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
16	Unit A1	14	Dilations	HSG.SRT.A.1.a: Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.; HSG.SRT.A.1.b: Verify experimentally the properties of dilations given by a center and a scale factor: b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
17	Unit A1	15	Unit Review	
18	Unit A1	16	Unit Test	
Sem A Unit 2 Reasoning and Proof				
19	Unit A2	1	Exchange ideas	
20	Unit A2	2	Reasoning 1	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other and conversely, rectangles are parallelograms with

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
21	Unit A2	3	Reasoning 2	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a <del>parallelogram bisect each other and conversely rectangles are parallelograms with</del>
22	Unit A2	4	Reasoning 3	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a <del>parallelogram bisect each other and conversely rectangles are parallelograms with</del>
23	Unit A2	5	Your Choice	
24	Unit A2	6	Styles of Proofs	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a <del>parallelogram bisect each other and conversely rectangles are parallelograms with</del>
25	Unit A2	7	Algebraic Proof	HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
26	Unit A2	8	Geometric Two- Column Proof	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with
27	Unit A2	9	Unit Review	
28	Unit A2	10	Unit Test	
Interim Checkpoint 1				
43			Interim Checkpoint 1	
44			Your Choice	
45			Your Choice	
Sem A Unit 3 Congruence and Constructions				
29	Unit A3	1	Exchange ideas	
30	Unit A3	2	Constructions of Segments, Angles, and Bisectors	HSG.CO.D.12: Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
31	Unit A3	3	Vertical Angle Relationships	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
32	Unit A3	4	Congruent Polygons and Their Corresponding Parts 1	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
33	Unit A3	5	Congruent Polygons and Their Corresponding Parts 2	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
34	Unit A3	6	Your Choice	
35	Unit A3	7	Triangle Congruence: SSS, SAS, and ASA 1	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.; HSG.CO.B.8: Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
36	Unit A3	8	Triangle Congruence: SSS, SAS, and ASA 2	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.; HSG.CO.B.8: Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
37	Unit A3	9	Your Choice	
38	Unit A3	10	Constructions with Polygons 1	HSG.CO.D.13: Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
39	Unit A3	11	Constructions with Polygons 2	HSG.CO.D.13: Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
40	Unit A3	12	Congruence and Rigid Motions	HSG.CO.B.6: Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
41	Unit A3	13	Unit Review	
42	Unit A3	14	Unit Test	
Sem A Unit 4 Analytic Geometry				
46	Unit A4	1	Exchange ideas	
47	Unit A4	2	Rectangles, Triangles, and Composite Figures	HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
48	Unit A4	3	Computing Area and Perimeter with Coordinates	HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
49	Unit A4	4	Your Choice	
50	Unit A4	5	Applications of Coordinates	7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.; HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
51	Unit A4	6	Parallel and Perpendicular Lines	HSG.GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
52	Unit A4	7	Using Slope	HSG.GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
53	Unit A4	8	Your Choice	
54	Unit A4	9	Coordinate Proofs	HSG.GPE.B.4: Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$ .
55	Unit A4	10	Unit Review	
56	Unit A4	11	Unit Test	
Interim Checkpoint 2				
57			Interim Checkpoint 2	
58			Your Choice	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
59			Your Choice	
<b>Sem A Unit 5 Line and Triangle Relationships</b>				
60	Unit A5	1	Exchange ideas	
61	Unit A5	2	Parallel Lines and Transversals 1	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
62	Unit A5	3	Parallel Lines and Transversals 2	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
63	Unit A5	4	Converses of Parallel Line Properties 1	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
64	Unit A5	5	Your Choice	
65	Unit A5	6	Converses of Parallel Line Properties 2	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
66	Unit A5	7	The Triangle Sum Theorem 1	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
67	Unit A5	8	The Triangle Sum Theorem 2	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
68	Unit A5	9	Isosceles and Equilateral Triangles	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
69	Unit A5	10	Your Choice	
70	Unit A5	11	Bisectors of a Triangle - Circumcenter	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
71	Unit A5	12	Bisectors of a Triangle - Incenter	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
72	Unit A5	13	Medians of a Triangle – Centroid and Orthocenter	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
73	Unit A5	14	Triangle Midsegment Theorem	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
74	Unit A5	15	Quadrilaterals and Their Properties 1	HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
75	Unit A5	16	Quadrilaterals and Their Properties 2	HSG.GPE.B.4: Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$ .; HSG.GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
76	Unit A5	17	Parallelograms 1	HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
77	Unit A5	18	Parallelograms 2	HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
78	Unit A5	19	Unit Review	
79	Unit A5	20	Unit Test	
Sem A Unit 6 Similarity				
80	Unit A6	1	Exchange ideas	
81	Unit A6	2	Dilations	HSG.SRT.A.1.a: Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
82	Unit A6	3	Dilations and Scale Factors	HSG.SRT.A.1.b: Verify experimentally the properties of dilations given by a center and a scale factor: b. The dilation of a line segment is longer or shorter in the ratio given by the
83	Unit A6	4	Your Choice	
84	Unit A6	5	Directed Line Segments	HSG.GPE.B.6: Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
85	Unit A6	6	Similar Polygons 1	HSG.SRT.A.2: Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
86	Unit A6	7	Your Choice	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
87	Unit A6	8	Similar Polygons 2	HSG.SRT.A.2: Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
88	Unit A6	9	Extended Problems: Similarity	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
89	Unit A6	10	Unit Review	
90	Unit A6	11	Unit Test	
Semester B				
Course Introduction and Readiness Checkpoint				
1			Course Introduction	
2			Readiness Checkpoint	
Sem B Unit 1 Triangle Similarity				
3	Unit B1	1	Exchange ideas	
4	Unit B1	2	Triangle Similarity	HSG.SRT.A.3: Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
5	Unit B1	3	Triangle Similarity and Congruence	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
6	Unit B1	4	Applications of Triangle Similarity	HSG.SRT.B.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
7	Unit B1	5	Your Choice	
8	Unit B1	6	Triangle Proportionality Theorem 1	HSG.SRT.B.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.; HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied
9	Unit B1	7	Triangle Proportionality Theorem 2	HSG.SRT.B.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.; HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied
10	Unit B1	8	Similarity and the Pythagorean Theorem	HSG.SRT.B.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.; HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied
11	Unit B1	9	Unit Review	
12	Unit B1	10	Unit Test	
Sem B Unit 2 Area & Volume				
13	Unit B2	1	Exchange ideas	



Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
14	Unit B2	2	Circumferences and Areas of Circles 1	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.; HSG.GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.; 7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
15	Unit B2	3	Circumferences and Areas of Circles 2	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.; HSG.GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.; 7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
16	Unit B2	4	Composite Figures	HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.; 7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
17	Unit B2	5	Your Choice	
18	Unit B2	6	Volumes of Pyramids	HSG.GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.; HSG.GMD.A.3: Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
19	Unit B2	7	Volumes of Cones	HSG.GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.; HSG.GMD.A.3: Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
20	Unit B2	8	Volume and Surface Area of Spheres	HSG.GMD.A.2: Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.; HSG.GMD.A.3: Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
21	Unit B2	9	Volume Ratios	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
22	Unit B2	10	Reasoning About Area and Volume	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
23	Unit B2	11	Unit Review	
24	Unit B2	12	Unit Test	
Interim Checkpoint 3				
25			Interim Checkpoint 3	
26			Your Choice	
Sem B Unit 3 Circles				
27	Unit B3	1	Exchange ideas	



Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
28	Unit B3	2	Relationships Between Triangles and Circles 1	HSG.C.A.3: Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
29	Unit B3	3	Relationships Between Triangles and Circles 2	HSG.C.A.3: Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
30	Unit B3	4	Your Choice	
31	Unit B3	5	Chords and Arcs 1	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
32	Unit B3	6	Chords and Arcs 2	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
33	Unit B3	7	Tangents to Circles 1	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
34	Unit B3	8	Your Choice	
35	Unit B3	9	Tangents to Circles 2	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
36	Unit B3	10	Inscribed Angles and Arcs 1	HSG.C.A.3: Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
37	Unit B3	11	Inscribed Angles and Arcs 2	HSG.C.A.3: Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
38	Unit B3	12	Similarity in Circles	HSG.C.A.1: Prove that all circles are similar.
39	Unit B3	13	Radian Measure	HSG.C.B.5: Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
40	Unit B3	14	Sector Areas	HSG.C.B.5: Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
41	Unit B3	15	Unit Review	
42	Unit B3	16	Unit Test	
Sem B Unit 4 Right Triangle Trigonometry				
43	Unit B4	1	Exchange ideas	
44	Unit B4	2	Tangents 1	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
45	Unit B4	3	Tangents 2	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles
46	Unit B4	4	Sines and Cosines 1	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles
47	Unit B4	5	Sines and Cosines 2	HSG.SRT.C.7: Explain and use the relationship between the sine and cosine of complementary angles.
48	Unit B4	6	Discuss: Applications of Trigonometry	HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
49	Unit B4	7	Your Choice	
50	Unit B4	8	Special Right Triangles 1	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; 7.G.B.6: Solve real- world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
51	Unit B4	9	Special Right Triangles 2	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; 7.G.B.6: Solve real- world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
52	Unit B4	10	Use Special Right Triangles to Determine the Surface Area of a Regular Pyramid	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
53	Unit B4	11	Derive Formula for Area of a Triangle	HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.; HSG.SRT.C.9: Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
54	Unit B4	12	Law of Sines	HSG.SRT.D.10: Prove the Laws of Sines and Cosines and use them to solve problems.; HSG.SRT.D.11: Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant
55	Unit B4	13	Law of Cosines	HSG.SRT.D.10: Prove the Laws of Sines and Cosines and use them to solve problems.; HSG.SRT.D.11: Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant
56	Unit B4	14	Apply the Laws of Sines and Cosines	HSG.SRT.D.11: Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant
57	Unit B4	15	Unit Review	
58	Unit B4	16	Unit Test	
Interim Checkpoint 4				
59			Interim Checkpoint 4	
60			Your Choice	
Sem B Unit 5 Conic Sections				
61	Unit B5	1	Exchange ideas	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
62	Unit B5	2	Introduction to Conic Sections	HSG.GMD.B.4: Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional
63	Unit B5	3	Circles 1	HSG.GPE.A.1: Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by
64	Unit B5	4	Your Choice	
65	Unit B5	5	Circles 2	HSG.GPE.A.1: Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by
66	Unit B5	6	Parabolas	HSG.GPE.A.2: Derive the equation of a parabola given a focus and directrix.
67	Unit B5	7	Deriving Conic Equations	HSG.GPE.A.2: Derive the equation of a parabola given a focus and directrix.
68	Unit B5	8	Unit Review	
69	Unit B5	9	Unit Test	
Sem B Unit 6 Modeling with Geometry				
70	Unit B6	1	Exchange ideas	
71	Unit B6	2	Cross Sections of Three-Dimensional Objects	HSG.GMD.B.4: Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional
72	Unit B6	3	Three- Dimensional Objects Generated by Rotating Two-Dimensional Objects	HSG.GMD.B.4: Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
73	Unit B6	4	Your Choice	
74	Unit B6	5	Geometry on Earth	HSG.MG.A.1: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
75	Unit B6	6	Manufacturing: Design and Optimization	HSG.MG.A.3: Apply geometric methods to solve design problems (e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
76	Unit B6	7	Density in Two Dimensions	HSG.MG.A.1: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
77	Unit B6	8	Density in Three Dimensions	HSG.MG.A.2: Apply concepts of density based on area and volume in modeling situations. (e.g., persons per square mile, BTUs per cubic foot).
78	Unit B6	9	Your Choice	
79	Unit B6	10	Fermi Problems	
80	Unit B6	11	Unit Review	
81	Unit B6	12	Unit Test	
Sem B Unit 7 Project				
82			Project Day	
83			Project Day	
84			Project Day	
85			Project Day	
86			Project Day	
End of Course Assessment				
87			Semester 1 Test (Part 1 & 2)	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
88			Your Choice	
89			Semster 2 Test (Part 1 & 2)	
90			Your Choice	

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
<b>Semester A</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Probability Distributions</b>				
3	Unit A1	1	Exchange ideas	
4	Unit A1		Creating Probability Distributions	HSS.MD.A.1: Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.; HSS.MD.A.3: Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a <u>multiple-choice test where each question has four choices, and find the expected grade</u>
5	Unit A1	3	Interpreting Probability Distributions	HSS.MD.A.1: Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.; HSS.MD.A.3: Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a <u>multiple-choice test where each question has four choices, and find the expected grade</u>
6	Unit A1	4	Binomial Distributions	HSS.MD.A.1: Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.; HSS.MD.A.3: Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a <u>multiple-choice test where each question has four choices, and find the expected grade</u>
7	Unit A1	5	Discuss: Model vs Experiment	
8	Unit A1	6	<b>Your Choice</b>	
9	Unit A1	7	Continuous Random Variables	HSS.MD.A.1: Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
10	Unit A1	8	The Normal Distribution	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to <u>estimate areas under the normal curve.</u>
11	Unit A1	9	Standardizing Data	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to <u>estimate areas under the normal curve.</u>

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
12	Unit A1	10	Comparing Scores	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
13	Unit A1	11	Your Choice	
14	Unit A1	12	The Standard Normal Curve	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
15	Unit A1	13	Finding Standard Scores	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
16	Unit A1	14	Unit Review	
17	Unit A1	15	Unit Test	
Sem A Unit 2 Data Gathering and Analysis				
18	Unit A2	1	Exchange Ideas	
19	Unit A2	2	Sample and Population	HSS.IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.; HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
20	Unit A2	3	Statistics and Parameters	HSS.IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.; HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
21	Unit A2	4	Extended Problems: Data Gathering with Uncertainty	
22	Unit A2	5	Your Choice	
23	Unit A2	6	Simulations	HSS.IC.A.2: Decide if a specified model is consistent with results from a given data-generating process, e.g. using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?; HSS.IC.B.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
24	Unit A2	7	Margin of Error	HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
25	Unit A2	8	Surveys, Experiments, Studies, and Reports	HSS.IC.B.6: Evaluate reports based on data.; HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
26	Unit A2	9	Unit Review	
27	Unit A2	10	Unit Test	
Interim Checkpoint 1				

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
28			Interim Checkpoint 1	
29			Your Choice	
30			Your Choice	
<b>Sem A Unit 3 Systems of Linear Equations and Inequalities</b>				
31	Unit A3	1	Exchange Ideas	
32	Unit A3	2	Solving Systems of Two Linear Equations	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
33	Unit A3	3	Solving Systems of Three Linear Equations	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
34	Unit A3	4	Your Choice	
35	Unit A3	5	Inequalities in One Variable	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
36	Unit A3	6	Compound Inequalities	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
37	Unit A3	7	Inequalities in Two Variables	HSA.REI.D.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-
38	Unit A3	8	Systems of Linear Inequalities	HSA.REI.D.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-
39	Unit A3	9	Linear Programming	HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
40	Unit A3	10	Applications of Linear Programming	HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
41	Unit A3	11	Unit Review	
42	Unit A3	12	Unit Test	
<b>Sem A Unit 4 Radicals and Complex Numbers</b>				
43	Unit A4	1	Exchange Ideas	

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
44	Unit A4	2	Square Roots	HSN.RN.A.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5. HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents. HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
45	Unit A4	3	Simplifying Radical Expressions	HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents. HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
46	Unit A4	4	Fractional Exponents and Higher Roots	HSN.RN.A.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5. HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents.
47	Unit A4	5	Your Choice	
48	Unit A4	6	Imaginary Numbers	HSN.CN.A.1: Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real. HSN.CN.A.2: Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex
49	Unit A4	7	Complex Numbers	HSN.CN.A.1: Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.; HSN.CN.A.2: Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex
50	Unit A4	8	Your Choice	
51	Unit A4	9	Unit Review	
52	Unit A4	10	Unit Test	
Interim Checkpoint 2				
53			Interim Checkpoint 2	
54			Your Choice	
55			Your Choice	
Sem A Unit 5 Polynomials				
56	Unit A5	1	Exchange Ideas	
57	Unit A5	2	Working with Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
58	Unit A5	3	Multiplying Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
59	Unit A5	4	Your Choice	



Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
60	Unit A5	5	Factoring Patterns	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
61	Unit A5	6	More Factoring Patterns	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
62	Unit A5	7	Solving Polynomial Equations	HSA.SSE.B.3.a: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a + bi$ for real numbers $a$ and $b$ .
63	Unit A5	8	Your Choice	
64	Unit A5	9	Solving Quadratic Equations	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .; N.CN.7: HSN.CN.C.7: Solve quadratic equations with real coefficients that have complex solutions.; HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
65	Unit A5	10	The Quadratic Formula	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .; N.CN.7: HSN.CN.C.7: Solve quadratic equations with real coefficients that have complex solutions.; HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
66	Unit A5	11	Factoring Over the Complex Numbers	HSN.CN.C.8: Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .
67	Unit A5	12	Unit Review	
68	Unit A5	13	Unit Test	
Sem A Unit 6 Polynomial Functions				
69	Unit A6	1	Exchange Ideas	

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
70	Unit A6	2	Power Functions	HSF.IF.C.7.c: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
71	Unit A6	3	Polynomial Long Division	HSA.APR.D.6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.
72	Unit A6	4	Synthetic Division	HSA.APR.D.6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.
73	Unit A6	5	Your Choice	
74	Unit A6	6	The Polynomial Remainder Theorem	HSA.APR.B.2: Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .; HSA.APR.B.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the
75	Unit A6	7	Factors and Rational Roots	HSA.APR.B.2: Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .; HSA.APR.B.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the
76	Unit A6	8	Graphing Polynomial Functions	HSA.APR.B.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.; HSF.IF.C.7.c: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and
77	Unit A6	9	The Fundamental Theorem of Algebra	HSN.CN.C.9: Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
78	Unit A6	10	Unit Review	
79	Unit A6	11	Unit Test	
Sem A Unit 7 Rational Expressions				
80	Unit A7	1	Exchange Ideas	
81	Unit A7	2	Solving Radical Equations	HSA.REI.A.2: Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.; HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
82	Unit A7	3	Extended Problems: Extraneous Solutions	
83	Unit A7	4	Rational Expressions	HSA.APR.D.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.; HSA.SSE.A.1.a: Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.; HSA.SSE.A.1.b: Interpret expressions that represent a quantity in terms of its context. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$
84	Unit A7	5	Multiplying and Dividing Rational Expressions	HSA.APR.D.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
85	Unit A7	6	Adding and Subtracting Rational Expressions	HSA.APR.D.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
86	Unit A7	7	Your Choice	
87	Unit A7	8	Simplifying Complex Fractions	HSA.APR.D.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
88	Unit A7	9	Solving Rational Equations	HSA.REI.A.2: Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.; HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
87	Unit A7	10	Unit Review	
90	Unit A7	11	Unit Test	
Course Introduction and Readiness Checkpoint				
1			Course Introduction	
2			Readiness Checkpoint	
Sem B Unit 1 Exponential and Logarithmic Functions				
3	Unit B1	1	Exchange Ideas	

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
4	Unit B1	2	Exponential Growth and Decay	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.; HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.; HSA.SSE.B.3.c: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.; HSF.IF.C.8.b: Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$ , $y = (0.97)^t$ , $y = (1.01)^{12t}$ , $y = (1.2)^{t/10}$ , and classify them as
5	Unit B1	3	Graphing Exponential Functions	HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
6	Unit B1	4	Inverses	HSF.BF.B.4: Find inverse functions
7	Unit B1	5	Logarithms	HSF.BF.B.5: Build new functions from existing functions. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
8	Unit B1	6	Properties of Logarithms	HSF.BF.B.5: Build new functions from existing functions. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
9	Unit B1	7	Using Logarithms to Solve Exponential Equations	HSF.LE.A.4: For exponential models, express as a logarithm the solution to $abct = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
10	Unit B1	8	Applications of Exponential Equations	HSF.LE.A.4: For exponential models, express as a logarithm the solution to $abct = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
11	Unit B1	9	Your Choice	
12	Unit B1	10	Graphing Logarithmic Functions	HSF.BF.B.5: Build new functions from existing functions. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for
13	Unit B1	11	Unit Review	
14	Unit B1	12	Unit Test	
Sem B Unit 2 Radians and Trigonometric Functions				
15	Unit B2	1	Exchange Ideas	
16	Unit B2	2	Right Triangle Trigonometry	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
17	Unit B2	3	Applications of Right Triangle Trigonometry	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
18	Unit B2	4	Radians and Degrees	HSF.TF.A.1: Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
19	Unit B2	5	Coterminal Angles	HSF.TF.A.1: Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
20	Unit B2	6	The Unit Circle	HSF.TF.A.2: Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.; HSF.TF.A.3: Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$ , $\pi/4$ and $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$ , $\pi + x$ , and $2\pi - x$ in terms of their values for $x$ , where $x$ is any real number.
21	Unit B2	7	Trigonometric Identities	HSF.TF.C.8: Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ given $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ and the quadrant of the angle.
22	Unit B2	8	Your Choice	
23	Unit B2	9	Trigonometric Functions of Any Angle	G.SRT.6: HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.; HSF.TF.A.1: Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
24	Unit B2	10	Inverse Trigonometric Functions	HSF.TF.B.6: Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.; HSF.TF.B.7: Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.; HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
25	Unit B2	11	Applications of Inverse Trigonometric Functions	HSF.TF.B.6: Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.; HSF.TF.B.7: Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.; HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
26	Unit B2	12	Unit Review	
27	Unit B2	13	Unit Test	
Interim Checkpoint 3				
28			Interim Checkpoint 3	
29			Your Choice	
Sem B Unit 3 Graphs of Sinusoidal Functions				
30	Unit B3	1	Exchange Ideas	
31	Unit B3	2	Sinusoidal Graphs	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
32	Unit B3	3	Sinusoidal Graphs: Amplitude	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.IF.A.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
33	Unit B3	4	Sinusoidal Graphs: Period	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.IF.A.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. <del>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and</del>
34	Unit B3	5	Your Choice	
35	Unit B3	6	Sinusoidal Graphs: Vertical Shift	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.IF.A.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. <del>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and</del>
36	Unit B3	7	Sinusoidal Family of Functions	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. <del>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.; HSF.TF.B.5: Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency</del>
37	Unit B3	8	Creating Trigonometric Models	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. <del>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.; HSF.TF.B.5: Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency</del>



Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
38	Unit B3	9	Interpreting Trigonometric Models	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
39	Unit B3	10	Extended Problems:	
40	Unit B3	11	Sketching Trigonometric Models	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
41	Unit B3	12	Unit Review	
42	Unit B3	13	Unit Test	
Sem B Unit 4 More Function Types				
43	Unit B4	1	Exchange Ideas	
44	Unit B4	2	Reciprocal Power Functions	HSF.IF.C.7.d: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
45	Unit B4	3	Graphing Rational Functions	HSF.IF.C.7.d: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
46	Unit B4	4	More Rational Functions	HSF.IF.C.7.d: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them



Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
47	Unit B4	5	Radical Functions	HSF.IF.C.7.d: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
48	Unit B4	6	Quadratic Functions	HSF.IF.C.7.a: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
49	Unit B4	7	Absolute Value Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
50	Unit B4	8	Your Choice	
51	Unit B4	9	Piecewise-Defined Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
52	Unit B4	10	Step Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
53	Unit B4	11	Logistic Growth Functions	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.IF.C.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.; HSF.IF.A.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function
54	Unit B4	12	Unit Review	
55	Unit B4	13	Unit Test	
Interim Checkpoint 4				
56			Interim Checkpoint 4	
57			Your Choice	
Sem B Unit 5 Using Function Models				
58	Unit B5	1	Exchange Ideas	
59	Unit B5	2	Linear/Quadratic Systems	HSA.REI.C.7: Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$ .
60	Unit B5	3	Intersections of Graphs	HSA.REI.D.11: Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
61	Unit B5	4	Key Features of Functions	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.; HSF.IF.B.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate
62	Unit B5	5	Comparing Models	HSF.IF.C.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which
63	Unit B5	6	Average Rate of Change	HSF.IF.B.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
64	Unit B5	7	Combining Functions	HSF.BF.A.1.b: Write a function that describes a relationship between two quantities. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
65	Unit B5	8	Unit Review	
66	Unit B5	9	Unit Test	
<b>Sem B Unit 6 Sequences and Series</b>				
67	Unit B6	1	Exchange Ideas	
68	Unit B6	2	Arithmetic Sequences	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
69	Unit B6	3	Geometric Sequences	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
70	Unit B6	4	Series and Sigma Notation	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
71	Unit B6	5	Arithmetic Series and Applications	HSA.SSE.B.4: Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage
72	Unit B6	6	Geometric Series and Applications	HSA.SSE.B.4: Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage
73	Unit B6	7	Unit Review	
74	Unit B6	8	Unit Test	
<b>Sem B Unit 7 Counting and Probability</b>				
75	Unit B7	1	Exchange Ideas	
76	Unit B7	2	Sample Space and Events	HSS.CP.A.1: Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
77	Unit B7	3	Independent and Dependent Events	HSS.CP.A.2: Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
74	Unit B7	4	Conditional Probability and Testing for Independence	HSS.CP.A.3: Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. HSS.CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. HSS.CP.A.5: Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. HSS.CP.B.6: Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
75			The Addition Rule	HSS.CP.B.7: Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.
80		6	Unit Review	
81	Unit B7	7	Unit Test	
Sem B Unit 8 Project				
82			Project Day	
83			Project Day	
84			Project Day	
85			Project Day	
86			Project Day	
End of Course Assessment				
87			Semester 1 Test (Part 1 & 2)	
88			Your Choice	
89			Semster 2 Test (Part 1 & 2)	
90			Your Choice	

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
<b>Semester A</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Narrative Techniques and Structure</b>				
3	Unit A1	1	Workshop: Academic and Domain Specific Words	CCSS.ELA-Literacy.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
4	Unit A1	2	Workshop: Narrative Arc and Central Idea	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
5	Unit A1	3	Narrative Arc and Central Idea: "The Oasis: Africa"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
6	Unit A1	4	Narrative Arc and Central Idea: "The Interlopers"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
7	Unit A1	5	Workshop: Point of View and Narrator's Reliability	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
8	Unit A1	6	Point of View and Narrator: "The Black Cat"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
9	Unit A1	7	Your Choice	
10	Unit A1	8	Workshop: Author's Viewpoint and Purpose	CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
11	Unit A1	9	Viewpoint and Purpose: "The Final Assault"	CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
12	Unit A1	10	Viewpoint and Purpose: "The Dream Come True"	CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
13	Unit A1	11	Unit Review: Narrative Techniques and Structure	
14	Unit A1	12	Unit Test: Narrative Techniques and Structure	
15	Unit A1	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9-10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.d: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
16	Unit A1	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.d: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9- 10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for
17	Unit A1	15	Draft a Short Story B	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.d: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9- 10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for
18	Unit A1	16	Your Choice	



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Day	Unit Number	Lesson Number	Title	CC Standard(s)
19	Unit A1	17	Revise a Short Story	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9-10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.d: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for
<b>Sem A Unit 2 Development of Theme</b>				
20	Unit A2	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.4.a: a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.; CCSS.ELA-Literacy.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred
21	Unit A2	2	Workshop: Analyze Theme and Central Idea in Narratives	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
22	Unit A2	3	Theme and Central Idea: "Nameless, Tennessee"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
23	Unit A2	4	Theme and Central Idea: "August Heat"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
24	Unit A2	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.; CCSS.ELA-Literacy.W.9-10.2b: b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"); CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a
25	Unit A2	6	Your Choice	
26	Unit A2	7	Workshop: Characterization Develops Theme	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop
27	Unit A2	8	Characterization and Theme: "Water Never Hurt a Man"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop
28	Unit A2	9	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop
29	Unit A2	10	Workshop: Noun and Verb Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
30	Unit A2	11	Workshop: Write a Summary of a Fictional Text	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
31	Unit A2	12	Unit Review: Development of Theme	
32	Unit A2	13	Unit Test: Development of Theme	
<b>Interim Checkpoint 1</b>				
33			Interim Checkpoint 1	
34			Your Choice	
<b>Sem A Unit 3 Characters and Effects</b>				
35	Unit A3	1	Workshop: Adjective, Adverb, and Prepositional Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
36	Unit A3	2	Workshop: Creating Surprise and Characters Develop Plot	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
37	Unit A3	3	Surprise and Plot: "The Most Dangerous Game"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
38	Unit A3	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
39	Unit A3	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.; CCSS.ELA-Literacy.W.9-10.2.b: b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
40	Unit A3	6	Workshop: Tone, Voice, and Humor in Nonfiction	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
41	Unit A3	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
42	Unit A3	8	Tone, Voice, and Humor: "Uses and Abuses of the Umbrella"	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
43	Unit A3	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is valid and the evidence is
44	Unit A3	10	Your Choice	
45	Unit A3	11	Unit Review: Characters and Effects	
46	Unit A3	12	Unit Test: Characters and Effects	
<b>Sem A Unit 4 Authors' Techniques and Tools</b>				
47	Unit A4	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
48	Unit A4	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
49	Unit A4	3	Archetypes, Allusions, and Sources: <i>Genesis: Chapters 1-3</i>	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <i>Ovid or the Bible or how a later author draws on a play by Shakespeare</i> ).
50	Unit A4	4	Archetypes, Allusions, and Sources: "Araby" A	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <i>Ovid or the Bible or how a later author draws on a play by Shakespeare</i> ).
51	Unit A4	5	Archetypes, Allusions, and Sources: "Araby?" B	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <i>Ovid or the Bible or how a later author draws on a play by Shakespeare</i> ).
52	Unit A4	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under
53	Unit A4	7	Your Choice	
54	Unit A4	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it
55	Unit A4	9	Structure and Language: "On Another's Sorrow" and "The Human Abstract"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it
56	Unit A4	10	Structure and Language: "Fern Hill" and "Nothing Gold Can Stay"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
57	Unit A4	11	Workshop: Write a Descriptive Poem or Essay	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.; CCSS.ELA-Literacy.W.9-10.2.b: b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.; CCSS.ELA-Literacy.W.9-10.2.d: d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
58	Unit A4	12	Unit Review: Authors' Techniques and Tools	
59	Unit A4	13	Unit Test: Authors' Techniques and Tools	
Interim Checkpoint 2				
60			Interim Checkpoint 2	
61			Your Choice	
Sem A Unit 5 The Way to Rainy Mountain				
62	Unit A5	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.L.9-10.4.b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
63	Unit A5	2	<i>The Way to Rainy Mountain</i> , A	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
64	Unit A5	3	<i>The Way to Rainy Mountain, B</i>	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
65	Unit A5	4	<i>The Way to Rainy Mountain, C</i>	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
66	Unit A5	5	<i>The Way to Rainy Mountain, D</i>	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
67	Unit A5	6	Your Choice	



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
68	Unit A5	7	The Way to Rainy Mountain, E	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
69	Unit A5	8	<i>The Way to Rainy Mountain</i> , F	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
70	Unit A5	9	Workshop: Independent, Dependent, and Noun Clauses	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
71	Unit A5	10	Workshop: Plan Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.W.9-10.2.a: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.; CCSS.ELA-Literacy.W.9-10.2.f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.L.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and
72	Unit A5	11	Workshop: Draft Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.W.9-10.2.a: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.; CCSS.ELA-Literacy.W.9-10.2.f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.L.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
73	Unit A5	12	Workshop: Revise a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.W.9-10.2.a: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.; CCSS.ELA-Literacy.W.9-10.2.f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.L.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and
74	Unit A5	13	Your Choice	
75	Unit A5	14	Workshop: Prepare for a Presentation	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)
76	Unit A5	15	Present a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)
<b>Sem A Unit 6 Medium and Message</b>				
77	Unit A6	1	Workshop: Spell Correctly	CCSS.ELA-Literacy.L.9-10.2.c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly.
78	Unit A6	2	Workshop: Text Structures and Multiple Sources	CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
79	Unit A6	3	Structure and Sources: "Antibiotic Resistance Threats"	CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
80	Unit A6	4	Assignment: Create a Technical Text	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.; CCSS.ELA-Literacy.W.9-10.2.c: c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.; CCSS.ELA-Literacy.W.9-10.2.e: e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-Literacy.W.9-10.2.d: d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
81	Unit A6	5	Your Choice	
82	Unit A6	6	Workshop: Seminal Works	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
83	Unit A6	7	Seminal Works: "Jefferson Davis's Speech to the Mississippi Legislature"	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
84	Unit A6	8	Seminal Works: "George Washington's Farewell Address" A	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
85	Unit A6	9	Seminal Works: "George Washington's Farewell Address" B	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
86	Unit A6	10	Workshop: Relative and Adverb Clauses	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
87	Unit A6	11	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.W.9-10.1.a: a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.e: e. Provide a concluding statement or section that follows from and supports the argument presented.
88	Unit A6	12	Your Choice	
89	Unit A6	13	Unit Review: Medium and Message	
90	Unit A6	14	Unit Test: Medium and	
<b>Semester B</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem B Unit 1 Examine Arguments and Speeches</b>				
3	Unit B1	1	Workshop: Evaluate Arguments and Fallacious	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and
4	Unit B1	2	Arguments and Reasoning: "The American Promise"	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and
5	Unit B1	3	Arguments and Reasoning: "Ain't I a Woman?"	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and
6	Unit B1	4	Workshop: Analyze a Speaker's Argument	CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
7	Unit B1	5	Speaker's Argument: "Remarks on East-West Relations at the Brandenburg Gate in West Berlin"	CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
8	Unit B1	6	Assignment: Evaluate a Speaker	CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
9	Unit B1	7	Your Choice	

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
10	Unit B1	8	Workshop: Parallel Structure	CCSS.ELA-Literacy.L.9-10.1.a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from <u>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</u>
11	Unit B1	9	Workshop: Rhetoric: Purpose and Devices	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they <u>address related themes and concepts.</u>
12	Unit B1	10	Rhetoric: "Give Me Liberty or Give Me Death"	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they <u>address related themes and concepts.</u>
13	Unit B1	11	Rhetoric: "What to the Slave is the Fourth of July?" A	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they <u>address related themes and concepts.</u>
14	Unit B1	12	Rhetoric: "What to the Slave is the Fourth of July?" B	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they <u>address related themes and concepts.</u>
15	Unit B1	13	Assignment: Write an Evaluation of an Argument	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.9b: Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid <u>and the evidence is relevant and sufficient: identify false statements and fallacious reasoning</u> ").
16	Unit B1	14	Workshop: Formal vs. Informal Language	CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
17	Unit B1	15	Unit Review: Arguments and Speeches	
18	Unit B1	16	Unit Test: Arguments and Speeches	
19	Unit B1	17	Workshop: Plan a Speech	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
20	Unit B1	18	Workshop: Craft a Speech	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
21	Unit B1	19	Workshop: Revise a Speech	CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
22	Unit B1	20	Your Choice	
23	Unit B1	21	Workshop: Practice a Speech	CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
24	Unit B1	22	Workshop: Present a Speech	CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
<b>Sem B Unit 2 Recognize the Power of Language</b>				
25	Unit B2	1	Workshop: Misplaced and Dangling Modifiers	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
26	Unit B2	2	Workshop: Figures of Speech and Language Creates Effects	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone); CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.L.9-10.5.b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words
27	Unit B2	3	Effects of Language : “The Masque of the Red Death”	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone); CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.L.9-10.5.b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
28	Unit B2	4	Effects of Language: "Incident" and "The Last Lesson"	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.L.9-10.5.b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words
29	Unit B2	5	Your Choice	
30	Unit B2	6	Workshop: Rhetoric Develops Purpose and Viewpoint	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
31	Unit B2	7	Rhetoric Purpose and Viewpoint: "A Quilt of a Country"	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
32	Unit B2	8	Rhetoric Purpose and Viewpoint: "Here is New York"	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
33	Unit B2	9	Assignment: Write a Summary of an Informational Text	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
34	Unit B2	10	Unit Review: The Power of Language	
35	Unit B2	11	Unit Test: The Power of Language	



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Day	Unit Number	Lesson Number	Title	CC Standard(s)
36	Unit B2	12	Workshop: Plan and Research a Media Project	CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
37	Unit B2	13	Workshop: Craft a Media Project	CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
38	Unit B2	14	Assignment: Revise a Media Project	CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>Interim Checkpoint 3</b>				
39			Interim Checkpoint 3	
40			Your Choice	
<b>Sem B Unit 3 A Midsummer Night's Dream</b>				
41	Unit B3	1	Workshop: Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.L.9-10.4.d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
42	Unit B3	2	Workshop: Drama and Shakespeare	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
43	Unit B3	3	<i>A Midsummer Night's Dream</i> , A	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
44	Unit B3	4	<i>A Midsummer Night's Dream</i> , B	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
45	Unit B3	5	<i>A Midsummer Night's Dream</i> , C	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
46	Unit B3	6	<i>A Midsummer Night's Dream</i> , D	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
47	Unit B3	7	<i>A Midsummer Night's Dream</i> , E	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
48	Unit B3	8	Your Choice	
49	Unit B3	9	<i>A Midsummer Night's Dream</i> , F	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
50	Unit B3	10	<i>A Midsummer Night's Dream</i> , G	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
51	Unit B3	11	Workshop: Shakespeare Transforms Sources	CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
52	Unit B3	12	Transform Sources: "Pyramus and Thisbe"	
53	Unit B3	13	Workshop: Write Transforming Sources Essay	CCSS.ELA-Literacy.W.9-10.9.a: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"); CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
<b>Sem B Unit 4 Investigate Informative Texts</b>				
54	Unit B4	1	Workshop: Vocabulary Reference Materials	CCSS.ELA-Literacy.L.9-10.4.c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, <del>to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its</del>
55	Unit B4	2	Workshop: Journalism and Research Develops Ideas	CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on <del>meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</del>
56	Unit B4	3	Journalism and Research: "Ten Days in a Madhouse"	CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on <del>meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</del>

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
57	Unit B4	4	Workshop: Semicolons	CCSS.ELA-Literacy.L.9-10.3.a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
58	Unit B4	5	Workshop: Plan Research Project	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-
59	Unit B4	6	Your Choice	

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
60	Unit B4	7	Workshop: Conduct Research A	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
61	Unit B4	8	Workshop: Conduct Research B	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
62	Unit B4	9	Workshop: Draft Research Project A	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
63	Unit B4	10	Workshop: Draft Research Project B	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
64	Unit B4	11	Workshop: Revise and Proofread Research Project	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-
<b>Interim Checkpoint 4</b>				
65			Interim Checkpoint 4	
66			Your Choice	
<b>Sem B Unit 5 Explore Cultural Perspectives</b>				
67	Unit B5	1	Workshop: Cultural Viewpoints and Experience	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
68	Unit B5	2	Culture and Literature: "The Harvest"	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
69	Unit B5	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
70	Unit B5	4	World Literature: "I Explain a Few Things" and "The Space"	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
71	Unit B5	5	World Literature: "My Aunt Gold Teeth"	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.



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Day	Unit Number	Lesson Number	Title	CC Standard(s)
72	Unit B5	6	Workshop: Colons	CCSS.ELA-Literacy.L.9-10.2.b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a colon to introduce a list or quotation.
73	Unit B5	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
74	Unit B5	8	Unit Review: Cultural Perspectives	
75	Unit B5	9	Unit Test: Cultural	
<b>Sem B Unit 6 The Alchemist</b>				
76	Unit B6	1	Workshop: Read Longer Works	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
77	Unit B6	2	<i>The Alchemist</i> , A	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
78	Unit B6	3	<i>The Alchemist</i> , B	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
79	Unit B6	4	<i>The Alchemist</i> , C	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
80	Unit B6	5	Your Choice	
81	Unit B6	6	<i>The Alchemist</i> , D	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
82	Unit B6	7	<i>The Alchemist</i> , E	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
83	Unit B6	8	Workshop: Plan a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
84	Unit B6	9	Workshop: Draft a Literary Analysis Essay A	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
85	Unit B6	10	Workshop: Draft a Literary Analysis Essay B	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
86	Unit B6	11	Workshop: Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-
<b>End of Course Assessment Module</b>				
87			Semester 1 Test (Part 1 & 2)	
88			Your Choice	
89			Semster 2 Test (Part 1 & 2)	
90			Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
<b>Semester A</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Narrative Techniques and Structure</b>				
3	Unit A1	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.4.a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
4	Unit A1	2	Workshop: Authors Craft Stories	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS .ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5	Unit A1	3	Author's Craft Stories: "After Twenty Years"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS .ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6	Unit A1	4	Workshop: Write a Summary	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
7	Unit A1	5	Your Choice	
8	Unit A1	6	Workshop: Narrators and Their Importance	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension,
9	Unit A1	7	Narrators and Their Importance: "The Pit and the Pendulum"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension,
10	Unit A1	8	Unit Review: Narrative Techniques and Structure	
11	Unit A1	9	Unit Test: Narrative Techniques and Structure	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
12	Unit A1	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9-10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
13	Unit A1	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
14	Unit A1	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
15	Unit A1	13	Draft a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over
16	Unit A1	14	Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
17	Unit A1	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
18	Unit A1	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9-10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over
<b>Sem A Unit 2 Theme and Characters</b>				
19	Unit A2	1	Workshop: Noun and Verb Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
20	Unit A2	2	Workshop: Theme and Characterization	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
21	Unit A2	3	Theme and Characterization: "The Day I Got Lost"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the
22	Unit A2	4	Theme and Characterization: "Everything that Rises Must Converge"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the
23	Unit A2	5	Your Choice	
24	Unit A2	6	Workshop: Limited or Omniscient, Complex or Flat	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
25	Unit A2	7	Limited or Omniscient, Complex or Flat: "The Bet"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
26	Unit A2	8	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
27	Unit A2	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
28	Unit A2	10	Your Choice	
29	Unit A2	11	Workshop: Adjective, Adverb, and Prepositional Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
30	Unit A2	12	Unit Review: Theme and Characters	
31	Unit A2	13	Unit Test: Theme and Characters	
Interim Checkpoint 1				
32			Interim Checkpoint 1	
33			Your Choice	
Sem A Unit 3 How Important Ideas are Expressed				
34	Unit A3	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
35	Unit A3	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections of the text.
36	Unit A3	3	Authors Craft: "Lake Titicaca"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections of the text.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
37	Unit A3	4	Authors Craft: "About Russell"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections of the text.
38	Unit A3	5	Authors Craft: "Mother Tongue"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections of the text.



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
39	Unit A3	6	Workshop: Write a Descriptive Essay	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., single sitting or a day or two)
40	Unit A3	7	Your Choice	
41	Unit A3	8	Workshop: Literary Devices & the Reader's Imagination	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
42	Unit A3	9	Literary Devices: "This Is What It Means to Say Phoenix, Arizona"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Bruegel's Landscape with the Fall of Icarus)
43	Unit A3	10	Literary Devices: "Daystar" & "My Father's Song"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Bruegel's Landscape with the Fall of Icarus)

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
44	Unit A3	11	Literary Devices: "Birthright" & <i>American Progress</i>	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Bruegel's <i>Landscapes with the Fall of Icarus</i> ).
45	Unit A3	12	Unit Review: How Important Ideas are Expressed	
46	Unit A3	13	Unit Test: How Important Ideas are Expressed	
<b>Sem A Unit 4 Medium and Message</b>				
47	Unit A4	1	Workshop: Independent, Dependent, and Noun Clauses	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
48	Unit A4	2	Workshop: Poetic Structure and Form	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
49	Unit A4	3	Structure and Form: "Sonnet 55" & "Love is Not All"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
50	Unit A4	4	Structure and Form: Poems by Lord Byron & Ezra Pound	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
51	Unit A4	5	Your Choice	
52	Unit A4	6	Workshop: Genre Matters	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
53	Unit A4	7	Genre Matters: "First Love"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
54	Unit A4	8	Unit Review: Medium and Message	
55	Unit A4	9	Unit Test: Medium and	
56	Unit A4	10	Workshop: Prepare a Presentation	CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and
57	Unit A4	11	Your Choice	
58	Unit A4	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and
<b>Interim Checkpoint 2</b>				
59			Interim Checkpoint 2	
60			Your Choice	
<b>Sem A Unit 5 The Power of Language</b>				
61	Unit A5	1	Workshop: Relative and Adverb Clauses	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
62	Unit A5	2	Workshop: Poetic Language and Devices	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
63	Unit A5	3	Poetic Language and Devices: Poems by Walt Whitman	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
64	Unit A5	4	Poetic Language and Devices: Four Poems About War	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
65	Unit A5	5	Workshop: Rhetoric and Arguments in Seminal Works	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.; CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or
66	Unit A5	6	Rhetoric and Arguments: "Four Freedoms" A	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
67	Unit A5	7	Rhetoric and Arguments: "Four Freedoms" B	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
68	Unit A5	8	Rhetoric and Arguments: "The Sinews of Peace"	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
69	Unit A5	9	Your Choice	
70	Unit A5	10	Unit Review: The Power of Language	
71	Unit A5	11	Unit Test: The Power of Language	
72	Unit A5	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
73	Unit A5	13	Brainstorm a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
74	Unit A5	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
75	Unit A5	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
76	Unit A5	16	Your Choice	



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
77	Unit A5	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
78	Unit A5	18	Practice a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
79	Unit A5	19	Deliver a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
<b>Sem A Unit 6 Night</b>				
80	Unit A6	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.L.9-10.4.b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
81	Unit A6	2	Workshop: World Literature & Long Works of Nonfiction	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
82	Unit A6	3	Night A	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
83	Unit A6	4	Night B	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
84	Unit A6	5	Night C	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
85	Unit A6	6	Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
86	Unit A6	7	Night D	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
87	Unit A6	8	Night E	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
88	Unit A6	9	Night F	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
89	Unit A6	10	Your Choice	
90	Unit A6	11	Write a Personal Response to the Reading	
<b>Semester 2</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem B Unit 1 Literature with a Purpose</b>				

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
3	Unit B1	1	Workshop: Misplaced and Dangling Modifiers	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add <u>variety and interest to writing or presentations.</u>
4	Unit B1	2	Workshop: Societal Issues & Cultural Experiences	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience <del>reflected in a work of literature from outside the United States, drawing on a wide reading of</del>
5	Unit B1	3	Societal Issues & Cultural Experiences: "Harrison Bergeron"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience <del>reflected in a work of literature from outside the United States, drawing on a wide reading of</del>
6	Unit B1	4	Societal Issues & Cultural Experiences: "Theme for English B"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience <del>reflected in a work of literature from outside the United States, drawing on a wide reading of</del>



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
7	Unit B1	5	Societal Issues & Cultural Experiences: "The Light of Gandhi's Lamp"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of
8	Unit B1	6	Your Choice	
9	Unit B1	7	Workshop: Influencing Readers & Persuading Audiences	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") including how they address related themes and concerns
10	Unit B1	8	Influencing Readers & Persuading Audiences: "Letter from Birmingham Jail" A	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") including how they address related themes and concerns
11	Unit B1	9	Influencing Readers & Persuading Audiences: "Letter from Birmingham Jail" B	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") including how they address related themes and concerns

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
12	Unit B1	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or
13	Unit B1	11	Your Choice	
14	Unit B1	12	Unit Review: Literature with a Purpose	
15	Unit B1	13	Unit Test: Literature with a Purpose	
Sem B Unit 2 Symbols and Imagery				
16	Unit B2	1	Workshop: How Language Functions	CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
17	Unit B2	2	Workshop: Symbols & Imagery, Mood & Emotion	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
18	Unit B2	3	Symbols & Imagery, Mood & Emotion: Four Imagist Poems	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
19	Unit B2	4	Workshop: Authors Mold Themes and Central Ideas	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
20	Unit B2	5	Authors Mold Themes and Central Ideas: "Goodbye to All That"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on <del>meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a</del>
21	Unit B2	6	Workshop: Write an Analysis	CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, <del>reflection, and revision</del> ) and shorter time frames (a single sitting or a day or two) for a range
22	Unit B2	7	Workshop: Colons	CCSS.ELA-Literacy.L.9-10.2.b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a colon to introduce a
23	Unit B2	8	Unit Review: Symbols and Imagery	
24	Unit B2	9	Unit Test: Symbols and	
Interim Checkpoint 3				
25			Interim Checkpoint 3	
26			Your Choice	
Sem B Unit 3 Cry, the Beloved Country				
27	Unit B3	1	Workshop: Semicolons	CCSS.ELA-Literacy.L.9-10.2.a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
28	Unit B3	2	Workshop: World Literature & Long Works of Fiction	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
29	Unit B3	3	<i>Cry, the Beloved Country</i> A	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
30	Unit B3	4	<i>Cry, the Beloved Country</i> B	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
31	Unit B3	5	<i>Cry, the Beloved Country C</i>	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
32	Unit B3	6	<i>Cry, the Beloved Country</i> D	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets
33	Unit B3	7	Your Choice	



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
34	Unit B3	8	<i>Cry, the Beloved Country</i> E	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
35	Unit B3	9	<i>Cry, the Beloved Country</i> F	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
36	Unit B3	10	<i>Cry, the Beloved Country</i> G	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
37	Unit B3	11	<i>Cry, the Beloved Country</i> H	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
38	Unit B3	12	Examine an Excerpt from <i>Long Walk to Freedom</i>	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets
39	Unit B3	13	Workshop: Academic and Domain-Specific Words and Phrases	CCSS.ELA-Literacy.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
40	Unit B3	14	Workshop: Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
41	Unit B3	15	Plan a Literary Analysis Essay	<p>CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;</p>

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
42	Unit B3	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;
43	Unit B3	17	Your Choice	



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
44	Unit B3	18	Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
45	Unit B3	19	Proofread and Publish a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;
Sem B Unit 4 Macbeth				
46	Unit B4	1	Workshop: Define and Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.L.9-10.4.c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.; CCSS.ELA-Literacy.L.9-10.4.d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
47	Unit B4	2	Workshop: Shakespeare & Tragedy	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
48	Unit B4	3	Examine <i>Macbeth</i> A	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
49	Unit B4	4	Examine <i>Macbeth</i> B	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
50	Unit B4	5	Examine <i>Macbeth</i> C	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;
51	Unit B4	6	Examine <i>Macbeth</i> D	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;
52	Unit B4	7	Your Choice	
53	Unit B4	8	Examine <i>Macbeth</i> E	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
54	Unit B4	9	Examine <i>Macbeth</i> F	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
55	Unit B4	10	Examine <i>Macbeth</i> G	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
56	Unit B4	11	Examine <i>Macbeth</i> H	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
57	Unit B4	12	Workshop: Authors Use Source Material	CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
58	Unit B4	13	Examine an Excerpt from Holinshed's <i>Chronicles</i>	CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
59	Unit B4	14	Workshop: Write a Compare and Contrast Essay	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research,
<b>Interim Checkpoint 4</b>				
60			Interim Checkpoint 3	
61			Your Choice	
<b>Sem B Unit 5 Informational Works</b>				
62	Unit B5	1	Workshop: Parallel Structure	CCSS.ELA-Literacy.L.9-10.1.a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
63	Unit B5	2	Workshop: Informational Works	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a
64	Unit B5	3	Informational Works: "Youth and Tobacco Use"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a
65	Unit B5	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
66	Unit B5	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining
67	Unit B5	6	Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining
68	Unit B5	7	Unit Review: Informational Works	
69	Unit B5	8	Unit Test: Informational Works	



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
70	Unit B5	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how</p>

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
71	Unit B5	10	Conduct Research	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how
72	Unit B5	11	Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
73	Unit B5	12	Plan a Research Paper	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
74	Unit B5	13	Draft a Research Paper	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how
75	Unit B5	14	Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
76	Unit B5	15	Revise a Research Paper	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
77	Unit B5	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how
Sem B Unit 6 Writers on Writing				
78	Unit B6	1	Workshop: Figures of Speech	CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
79	Unit B6	2	Workshop: Poem vs. Essay vs. Interview	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the range.
80	Unit B6	3	Poem vs. Essay vs. Interview: Two Poems on Writing	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the range.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
81	Unit B6	4	Poem vs. Essay vs. Interview: "Why I Write"	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the range.
82	Unit B6	5	Poem vs. Essay vs. Interview: "Interview with Simon Ortiz"	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the range.
83	Unit B6	6	Your Choice	
84	Unit B6	7	Unit Review: Writers on	
85	Unit B6	8	Unit Test: Writers on Writing	



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
86	Unit B6	9	Workshop: Choice Essay	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.;
<b>End of Course Assessment Checkpoint</b>				
87			Semester A Test (Part 1 & 2)	
88			Your Choice	
89			Semester B Test (Part 1 & 2)	
90			Your Choice	



# ITCA Academic Plan Overview

# INTRODUCTION

The purpose of this document is to guide the school in deploying a school-based academic plan for the 2016-2017 school year, organized according to seven guiding standards:

- Instruction
- Assessment
- Staffing
- Observation and Feedback
- Data-Driven Instruction
- Culture
- Professional Development

Each standard codifies best educational practices, and provides resources that can be used in deploying a school-based academic plan.

By articulating priorities, identifying challenges, establishing timelines, and setting measurable goals, an academic plan will help the school chart a path toward educational success.

These four questions (posed by Rick DuFour, author of *Professional Learning Communities at Work*) are at the heart of an effective process for developing an academic plan:

- What do students need to know and be able to do?
- How will we know when they have learned it?
- What will we do when they haven't learned it?
- What will we do when they already know it?

A comprehensive academic plan, carefully developed and thoughtfully implemented, can help the school become a professional learning community in which educators are unified by a shared understanding of what is needed to help students learn and achieve.

# ACADEMIC PLAN OVERVIEW

Goal (Task, Product, etc.)	Components	AdvancED Alignment
<b>INSTRUCTION</b>		
<b>Instructional Calendar</b> School-specific dates and events that apply to Instruction for the upcoming school year (to be compiled in the school's Master Calendar).	<ul style="list-style-type: none"> <li>Instructional calendar</li> </ul>	<p>1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.</p> <p>2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.</p>
<b>MTSS (Multi-Tiered System of Supports)/RTI (Response to Intervention)</b> A multi-tier approach to the early identification and support of students learning and behavioral needs.	<ul style="list-style-type: none"> <li>MTSS/RTI guide and/or policy</li> </ul>	<p>3.1 The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</p> <p>3.3 Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and achievement of learning expectations.</p> <p>5.2 Professional and support personnel continuously collect, analyze, and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.</p> <p>5.4 Engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</p>

**Special Programs**

**Special programs support the unique needs of individual learners with learning challenges due to disability, economic status, English language proficiency, gifts, and talents.**

- Applicable manuals

3.1 The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

3.3 Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and achievement of learning expectations.

5.2 Professional and support personnel continuously collect, analyze, and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.

5.4 Engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**Instructional Mapping**

**A process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level.**

- Instructional map by course or grade level

3.1 The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

3.2 Curriculum, instruction, and assessments are designed, monitored, and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of virtual education.

5.4 Engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**Instructional Cycle**

**A predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need (Advanced, Proficient, Basic, and Below Basic).**

- Instructional cycle that includes dates for cycle, plus one week, and interim assessment

3.12 The institution provides and coordinates learning support services to meet the unique learning needs of students.

5.2 Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**Instructional Framework**

**The scheduling structure that each school adopts to ensure students are provided live and synchronous instruction in general and/or targeted sessions.**

- Teacher and student schedules

3.1 The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

3.2 Curriculum, instruction, and assessments are designed, monitored, and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of virtual education.

3.3 Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and achievement of learning expectations.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

**Grading Structure**

School grading structure encompasses multiple measures of learning that can include (are not limited to) student assessments in online school, teacher-graded assignments, formative interim assessments, and participation.

- School grading structure

3.8 The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family.

3.10 Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses.

**ASSESSMENT****Assessment Calendar**

School-specific dates and events that apply to Assessment for the upcoming school year (to be compiled in the school's Master Calendar).

- Assessment calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Readiness Assessment**  
Used to determine a student's academic strengths and weaknesses and administered before the beginning of the school year or upon enrollment approval.

- Assessment choice and delivery method

3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

4.6 Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.

5.1 The institution establishes and maintains a clearly defined and comprehensive student assessment system.

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**Formative Interim Assessment**  
Administered four times a year during the final week of the instructional cycle, to assess student mastery of the state standards and objectives taught throughout each instructional cycle.

- Assessment choice and delivery method

3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

4.6 Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.

5.1 The institution establishes and maintains a clearly defined and comprehensive student assessment system.



**Summative Assessment**

Used to measure student learning at culminating points in a student's academic career, such as the end of a semester or the end of the school year. Summative assessments are often high-stakes assessments.

- Assessment choice and delivery method

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

4.6 Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.

5.1 The institution establishes and maintains a clearly defined and comprehensive student assessment system.

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**STAFFING****Staffing Calendar**

School-specific dates and events that apply to Staffing for the upcoming school year (to be compiled in the school's Master Calendar).

- Staffing calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Homeroom/Advisor Model**

**Groups of students are assigned to one staff member in an advisor and advisee relationship. The designated staff member fosters a relationship of trust and support with his/her students and serves as the first line of contact for holistic academic oversight, general issues, and communication.**

- Homeroom advisory structure
- Roles and responsibilities guide for homeroom teacher/advisor

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction.

3.9 The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.

4.7 The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

**High School Staffing Model**  
**Content-specific teachers for all courses**  
**and a homeroom/advisor designation**  
**appropriate to school size and state**  
**requirements.**

- HS model structure
- Organizational chart
- Roles and responsibilities

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction.

3.5 Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.

3.12 The institution provides and coordinates learning support services to meet the unique learning needs of students.

4.7 The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

**Special Programs Staffing**  
**Programs that support student needs in**  
**areas of special education, tiered and**  
**targeted support, English Language**  
**Learners, and Advanced Learners.**

- Organizational chart
- Roles and responsibilities

3.12 The institution provides and coordinates learning support services to meet the unique learning needs of students.

4.1 Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success in the digital learning environment.

		<p>4.3 The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment.</p> <p>4.7 The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.</p>
<p><b>Administrator/Principal</b>  <b>A detailed account of the responsibilities of the school's leader who is charged with ensuring instructional quality and academic compliance.</b></p>	<ul style="list-style-type: none"> <li>• Organizational Chart</li> <li>• Roles and Responsibilities</li> </ul>	<p>1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.</p> <p>1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.</p> <p>2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.</p> <p>3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>
<b>OBSERVATION AND FEEDBACK</b>		
<p><b>Observation and Feedback Calendar</b>  <b>School-specific dates and events that apply to Observation and Feedback for the upcoming school year (to be compiled in the school's Master Calendar).</b></p>	<ul style="list-style-type: none"> <li>• Observation and feedback calendar</li> </ul>	<p>1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.</p>

**Informal Observation (Classroom Visit)**  
**Monthly visits to teachers' live or recorded classrooms for the purpose of providing timely feedback and instructional coaching.**

- Informal observation plan and rubric

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

2.6 Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.

**Formal Observations**  
**Scheduled live observations that include a review of synchronous and asynchronous instructional duties. A pre-conference and post-conference with detailed feedback are included in each formal observation.**

- Formal observation plan and rubric

2.6 Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.

### Evaluation

Annual formal evaluation of each teacher's effectiveness including synchronous and asynchronous instruction, lesson planning, and professionalism--with feedback to promote professional growth.

- Formal observation plan and rubric

2.6 Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.

## DATA-DRIVEN INSTRUCTION

### Data-Driven Instruction Calendar

School-specific dates and events that apply to Data-Driven Instruction for the upcoming school year (to be compiled in the school's Master Calendar).

- DDI calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

### Data Analysis Protocol

Schools will create systems and procedures for continual data analysis, regular data conferences, and ongoing teacher training. Data analysis is used to inform and evaluate each instructional cycle.

- Data analysis protocol

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

5.2 Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.

**Data Action Planning and Accountability**  
**Measurable action steps are developed in response to the data analysis. Action steps include SMART goals, instructional strategies, and a system for follow-up to monitor progress. Action steps will be implemented during each instructional cycle.**

- Data analysis protocol
- System for tracking action steps

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

5.2 Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

## CULTURE

**Culture Calendar**  
**School-specific dates and events that apply to Culture for the upcoming school year (to be compiled in the school's Master Calendar).**

- Culture calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**School Vision**

**A public declaration that describes the schools commitment to high-level goals and educational purpose.**

- Vision plan

1.1 The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable, and adaptable virtual educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practices in virtual education and the institution's purpose and direction.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

2.8 The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.

**Communication Policy**

**A comprehensive policy that outlines communication requirements for all stakeholders, addressing frequency, tone, and professionalism.**

- Communication policy

1.1 The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.

3.8 The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the



students are informed of their learning progress rather than the family.

3.9 The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience.

**Community Plan**  
How the school instills a sense of community amongst students, Learning Coaches, school administrators, teachers, and staff.

- Community plan

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable, and adaptable virtual educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practices in virtual education and the institution's purpose and direction.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Engagement Plan**  
The accountability-focused approach to student and family engagement in student learning.

- Engagement plan

1.1 The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable, and adaptable virtual educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practices in virtual education and the institution’s purpose and direction.

**Individualized Learning Plan (ILP)**

An Individualized Learning Plan defines how a school will customize the learning experience by addressing each student's unique strengths, weaknesses, and aptitudes.

- ILP plan

1.1 The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable, and adaptable virtual educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practices in virtual education and the institution’s purpose and direction.

2.5 Leadership engages stakeholders effectively in support of the institution’s purpose and direction.

**Managing School Leadership**

Potential leaders are identified, trained in instructional leadership, and regularly provided detailed and timely performance feedback throughout the school year.

- Managing school leadership plan (includes leadership training)

3.11 Professional and support personnel participate in a continuous program of professional learning.

5.3 Professional and support personnel are trained in the evaluation, interpretation, and use of data.

**School Handbook**

Outlines all policies and procedures as they apply to student success in an online

- School handbook

2.8 The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.

**school. Critical dates for assessment, grading, attendance periods, and instructional cycles are included.**

4.3 The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment.

5.5 Leadership monitors and communicates to stakeholders' comprehensive information about student learning, the organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals.

## PROFESSIONAL DEVELOPMENT

**Professional Development Calendar**  
School-specific dates and events that apply to Professional Development for the upcoming school year (to be compiled in the school's Master Calendar).

- PD calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Schoolwide Professional Development**  
Professional development is aligned to the instructional map and assessment calendar, providing opportunities to instructional and support staff for growth in data-driven instruction, instructional practices, and instructional leadership.

- Schoolwide PD Plan

3.5 Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.

3.11 Professional and support personnel participate in a continuous program of professional learning.

5.3 Professional and support personnel are trained in the evaluation, interpretation, and use of data.

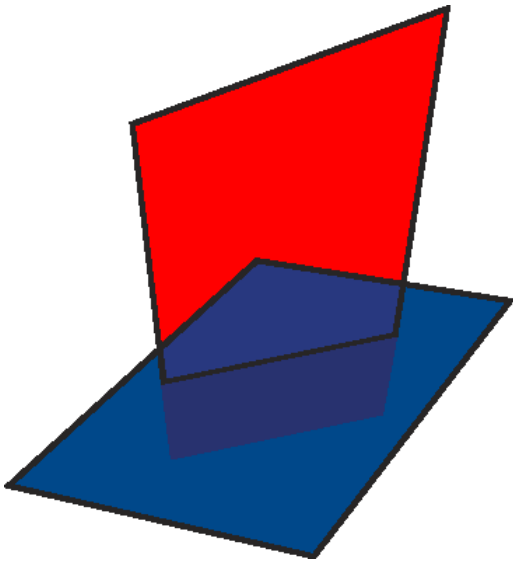
**Individual Professional Development**  
Use teacher data from classroom observations and student assessments to tailor professional learning to specific teacher or support staff needs.

- Individual PD Plan

3.5 Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.

3.11 Professional and support personnel participate in a continuous program of professional learning.

5.3 Professional and support personnel are trained in the evaluation, interpretation, and use of data.



# IDAHO TECHNICAL CAREER ACADEMY

## 2016-2017

## F.A.S.T.

(Family Academic Support Team)

# HANDBOOK

Adopted: September 2016

## **Mission**

The Family Academic Support Team (FAST) mission is to promote collaboration amongst students, families, and staff to ensure the educational success and personal development for all youth at Idaho Technical Career Academy.

## **Background**

The Family Academic Support Team (FAST) is a multidisciplinary program offering wrap-around, strength-based support in which student/family assistance is extended beyond academics, providing a holistic approach. FAST Staff Members include a Family Engagement Coordinator, Family Support Liaisons, School Social Worker and Family Compliance Liaison. Through a referral process, the FAST Staff Members will provide support parallel to teachers' academic intervention efforts.

## **FAST Members**

Family Engagement Coordinator (FEC) promotes and enhances the school's academic mission by improving/promoting parent and student engagement, beginning with onboarding. The FEC coordinates Strong Start programming to effectively welcome, train, and onboard families to school. The FEC facilitates and develops in person and online opportunities for students to come together and work academically on a regular basis, usually within specific regions and/or grade ranges. Additionally, the FEC ensures increased engagement leads to improved academic achievement.

The Family Compliance Liaison (FCL) ensures school age children are attending school by investigating causes of unexcused or excessive absences, communicating with families and assisting them in problem-solving. According to state laws and regulations, the FCL may also issue regular warnings and help to represent the schools if cases go to court. The FCL supports the FAST mission by supporting severely disengaged students and uncovering the cause of excessive absenteeism within the school.

The School Social Worker identifies and aides students who have academic deficits due to social, emotional, and/or behavioral issues. Interventions can include, but are not limited to referring families to community resources; serving as McKinney-Vento District Liaison; and/or working with school personnel and community support for wrap-around services.

Family Support Liaisons (FSL) provide short-term case management support to students and families who are referred to FAST due to disengagement, noncompliance, or to help students who are struggling for other non-academic reasons. Interventions can include, but are not limited to, short-term case management to track educational progress, scheduling phone conferences with students, families, teachers, and other support; creating Back on Track (BOT) Plans; offering up to daily contact; and/or providing differential encouragement and support to individuals on caseload. A Lead FSL provides administrative and training support to all FSLs. Additionally, Onboarding FSLs support the FEC in the onboarding process.

## **Referrals**

Referrals to FAST typically begin with teachers identifying students and/or families who are not compliant/engaged in their educational progress or students who present with imminent social-emotional concerns, such as homelessness or abuse. Average referrals should occur after implementation of teachers' academic interventions, with some exception. Prior to initiating a referral, a teacher will consult with their Master Teacher/Designee. To complete a referral, the FAST Referral Tracker (Tracker) is found on SharePoint. Teachers complete the required portion of the Tracker; teacher areas are indicated as required fields. Once referral is initiated, the Lead FSL will assign the case to the appropriate FAST Staff Member. Respective FAST Staff Member will initiate their interventions. Once FAST interventions begin, teachers will continue to stay engaged with the student and family, offering support as appropriate.

Some situations will merit immediate intervention by the School Social Worker. These issues include circumstances in which the overall wellbeing of the child is at risk. This may include situations of homelessness, abuse, or assistance accessing community resources. If situations such as these are present, ITCA staff will complete the FAST Tracker on SharePoint immediately.

See Appendix A for current FAST Referral Flowchart.

### **FAST Multilevel System**

A multilevel process exists within the FAST structure. The FAST Levels overlap with teachers' academic intervention efforts. The four levels are as followed:

- Level 1 – All students/families begin in this Level. These students are compliant and engaged in their academic journey. Staff typically involved: Teacher(s), FEC
- Level 2 – These students need additional targeted support via teacher's academic intervention process. Teacher implements additional interventions, and with Master Teacher/Designee approval, a FAST Referral is made if aforementioned interventions do not remediate non-engagement. The FAST Staff Member will collaborate with teacher(s) and student/family to create a Back on Track (BOT) plan. FAST Staff Member will ensure student and/or learning coach receive BOT Plan, and will follow up within allotted time frame noted on BOT Plan (no more than 5 days). After compliance at the 10-day mark, a 20-day follow-up will be held. Upon successful completion of BOT Plan for 20-days, referral will be closed and student will be moved back to Level 1. Timeframes noted are approximations; specific dates of review may be more frequent or infrequent depending on specific student need. Staff typically involved: Teacher(s), Master Teacher/Designee, FAST Member
- Level 3 – Students/families will be moved to Level 3 if they: are not compliant at BOT follow-up; do not respond to initial contact within no more than 5 days; are referred to FAST more than once; or with specific Administrative directive. A letter will be sent by the FAST Staff Member noting Level 3 placement. The Family Compliance Liaison will also call student/LC to discuss the repercussions of not following the BOT plan. If a student/family becomes compliant, the same process within Level 2 (10-day and 20-day follow-up) is followed. Upon successful completion, student can be transitioned to Level 1 or 2, depending on continued need (closed if moved directly to Level 1). During Level 3, Family Accountability Points (FAPs) become assigned, if/as needed, to promote engagement. Upon the accrual of 10 FAPs, FAST Staff Member will consult with Administrator to move to Level 4. Staff typically involved: Teacher(s), Master Teacher/Designee, FSL, FCL, Administration

- Level 4 – Students continue not responding to interventions provided by teacher(s) and FAST, and at least 10 FAPs are accrued. Family Compliance Liaison will contact LC/student and follow school truancy procedures.

See Appendix B for visual of FAST Multilevel System.

### **Family Accountability Points**

Family Accountability Points (FAP) are a method of tracking students/families engagement in teacher and FAST intervention. These are demerit points, of sorts. The more FAPs earned by a student/family, the more serious the potential consequences, up to truancy. FAPs are an accountability tool, beginning in Level 3, which are issued by FAST Staff Members in an effort of promoting reengagement. As part of the BOT Plan, very specific measurements will indicate when/how a FAP will be given. A FAST Staff Member will document FAPs in TotalView, and notify family via call and/or email when and why a FAP was assigned. Assignment of FAPs can be given daily, weekly, or other timeframe depending on specific situation. With some exception, students will be directed to Level 4 once ten (10) FAPs are accrued.

See Appendix C for a sample FAP chart.

### **FAST Letters**

FAST Members will send out letters upon a family entering each Level, starting at Level 2. These letters describe the function of the respective Level, and the expectation of the family/student.

See Appendices D, E, and F for sample FAST Letters.

### **Back on Track Plans**

Back on Track (BOT) Plans will be created by FAST Staff Members, after collaboration between teacher and student/LC. FAST Staff will monitor progress, edit, and alter the BOT Plan, as necessary, to meet needs of students/families, and promote success. An addendum with specific FAP requirements will be added to BOT Plan once a family enters Level 3. Other edits to BOT Plans can be made to account for necessary changes.

See Appendix G for Sample BOT Plan

### **Celebration Reports**

A weekly celebration report will be created during weekly check-in session with student and LC. This will show the student's achievements from the week prior, along with the goals for the upcoming week.

See Appendix H, and I for Sample Celebration Report

### **FAST Referral Tracker**

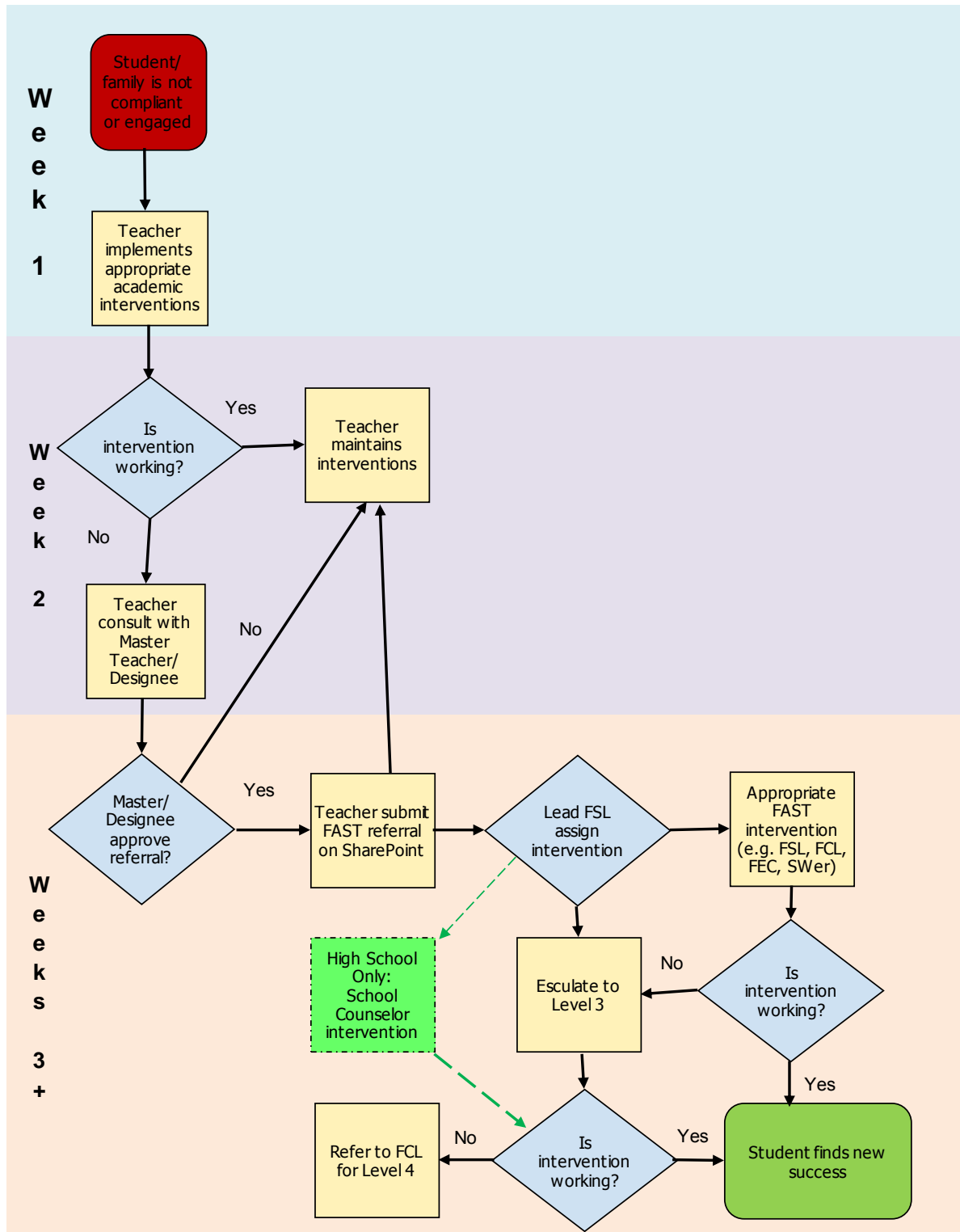
FAST Referral Tracker is on SharePoint. Teachers will complete only the required sections, indicated by a red asterisk, and press "OK" at the top right or bottom right of Tracker page.

See Appendix J for screen shots of FAST Referral Tracker

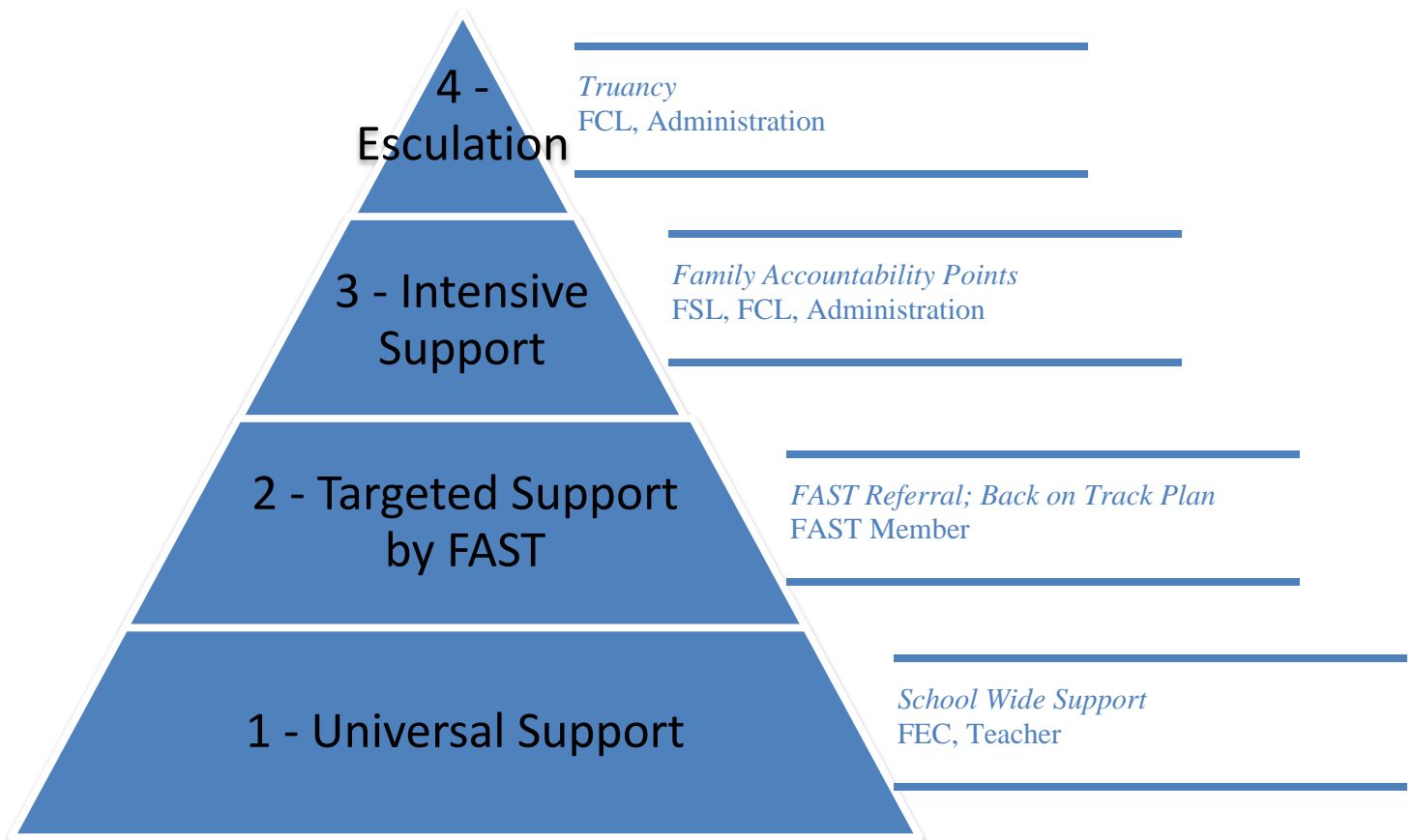


## Appendix A

*This is an approximation of the timeframe. Individual circumstances may merit different time requirements.*



**Appendix B**  
**FAST Multilevel System**



## Appendix C

### Sample FAP Chart

*Note: this is only a sample chart. An implement chart may have all, some, and/or different items on it*

Issue	Point Value	Minimum Expectation	When Recorded
Logging into the LMS/OHS	1 FAP per week per subject for Student/Learning Coach not logging in; unexcused absence. 1 FAP per week for minimal to no progress with logged attendance; attendance only	Student/Learning Coach will log into the LMS/OHS daily and meet daily requirements	Recorded at the end of the week
FAST Back on Track Plan	1 FAP per Back on Track Plan item that is not followed	Student and Learning Coach will follow the Back on Track Plan as agreed upon by themselves and the FAST member	Within one week of the meeting to review the Back on Track Plan
Standardized testing	1 FAP per day for missing state mandated testing	State will take all required state achievement/diagnostic tests	At the end of each testing window
Written and verbal communication (Email)	1 FAP for not responding to emails and phone calls which require a response	Respond to emails requiring a response	Recorded at the end of each week
Conference	1 FAP per missed conference or attempted meeting by administration	According to schedule time, attending conference	Within one week after the missed conference (to give time to reschedule, if appropriate)

## Appendix D

### FAST level 2 letter: Welcome to FAST

*This letter serves as a reference only. Edits and additions to this letter may occur during authoring.*

[Date]

Dear [Learning Coach]:

Welcome to FAST! My name is [NAME], and I am a Family Support Liaison. Your teacher should have mentioned that s/he was going to contact the Family Academic Support Team (FAST). As part of the Team, I will be working with you and your student to help you find success and/or progress.

To give you an introduction to the FAST program, please view our introduction video (5 minutes), and complete quick survey indicating you watched the video.

- ☐ Introduction video: [insert FSL specific link]
- ☐ Survey: [insert survey link]

I will be calling in the next few days to get to know you and your student. Below are some question that I would like to discuss on our call:

Student	Learning Coach
<ul style="list-style-type: none"> <li>What are some obstacles to your success in school?</li> </ul>	<ul style="list-style-type: none"> <li>How do you ensure your student's daily assignments are being completed and turned in each day?</li> </ul>
<ul style="list-style-type: none"> <li>What are some of your interests outside of school?</li> </ul>	<ul style="list-style-type: none"> <li>How are you involved in your student's school day?</li> </ul>
<ul style="list-style-type: none"> <li>What does your schooling area look like?</li> </ul>	<ul style="list-style-type: none"> <li>Do you understand how to navigate your student's courses?</li> </ul>
<ul style="list-style-type: none"> <li>Are there distractions in your learning environment? Household activity? Computer?</li> </ul>	<ul style="list-style-type: none"> <li>How can I support you in your role as a learning coach?</li> </ul>
<ul style="list-style-type: none"> <li>How often does your learning coach check in with you (everyday, once a week, less frequently)?</li> </ul>	<ul style="list-style-type: none"> <li>Other needs/supports?</li> </ul>

I look forward to speaking with you soon.

Sincerely,

NAME

Title, Email

## Appendix E

### FAST level 3 letter

*This letter serves as a reference only. Edits and additions to this letter may occur during authoring.*

[Date]

Dear [Learning Coach]:

Your teacher referred your student to the Family Academic Support Team (FAST) for additional support on [DATE], to help promote your student's success at Idaho Technical Career Academy. I have attempted to guide and support your student through this educational journey, however your students' engagement has been minimal. Because of this lack of responsiveness, the FAST Members have decided to move your students' intervention to Level 3. The primary focus of this Level remains the same, offering support to help your student be successful. However, Family Accountability Points (FAP) will begin to be accrued for continued non-compliance.

FAPs are a method of tracking students/families engagement in teacher and FAST intervention. The more FAPs earned by a student/family, the more serious the potential consequences, up to withdrawal. FAPs are an accountability tool, beginning in Level 3, which is issued by FAST Members in an effort of promoting reengagement. As part of the Back on Track Plan, very specific measurements will indicate when/how a FAP will be given. With some exception, students will be directed to Level 4 once ten (10) FAPs are accrued.

As a reminder, a description of the Levels is below;

Level 1: All families begin in this Level. Students and families are responsive and are working with teachers to promote student success.

Level 2: Students and families need a little extra support to ensure student achievement. A referral is made by teacher to FAST for mandatory assistance aimed at student/family success. Back on Track Plan developed with family, teacher, and FAST Member.

Level 3 (we are here): Family is not responsive with initial FAST intervention. A more specific action plan is enforced, including accrual of Family Accountability Points, as needed.

Level 4: Family remains disengaged. Truancy policy initiated.

My primary goal is to ensure that your student gets the education s/he deserves. I am here to offer you support, but in order to do that, I need your help. Together, we can establish regular school routines, find needed support, and work with your teacher(s) to make sure your student is able to progress and learn. Failure to engage will result in FAPs, and can lead to a hearing before the Attendance Review Committee.

Let's work together to ensure your student is successful. Please contact me so we can review your Back on Track Plan.

Sincerely,

NAME, Title | Email

**Appendix F**

**FAST level 4 letter**

*This letter serves as a reference only. Edits and additions to this letter may occur during authoring*

[Date]  
Learning Coach Name  
Address  
City, State Zip

Dear [Learning Coach]:

Your teacher referred your student to the Family Academic Support Team (FAST) for additional support on [DATE], to help promote your student’s success at Idaho Technical Career Academy. I have attempted to contact you several times to offer your student support, however your engagement has been minimal, and your student was moved to Level 3 on [DATE]. As of today, your student has accrued [# OF FAP] Family Accountability Points. Disengagement and non-compliance remains a hurdle in your student’s success. Therefore, as of today, your student has now been moved to Level 4, which triggers full implementation of our truancy process.

As a reminder, a description of the Levels is below;

Level 1: All families begin in this Level. Students and families are responsive and are working with teachers to promote student success.
Level 2: Students and families need a little extra support to ensure student achievement. A referral is made by teacher to FAST for mandatory assistance aimed at student/family success. Back on Track Plan developed with family, teacher, and FAST Member.
Level 3: Family is not responsive with initial FAST intervention. A more specific action plan is enforced, including accrual of Family Accountability Points, as needed.
Level 4: Family remains disengaged. Truancy policy initiated.

The Family Compliance Liaison will be in contact to explain the process of moving forward.

If you have any questions, comments, or ideas, please feel free to contact the Family Compliance Liaison. Our goal of helping your student find educational success with ITCA is still the same.

Sincerely,

NAME  
Title  
Email

## Appendix G Back on Track Plan

*This BOT Plan serves as a reference only. Edits and additions to this letter may occur during authoring.*

Idaho Technical Career Academy  
Back on Track (BOT) Plan

Date Student Student ID Learning Coach (LC) Conference Mode FAST Member Teacher(s) Student reading email LC reading email NEXT FAST Follow-up	
--	--

First Priorities to be Completed ASAP (this could include testing, projects, or other tasks that need to get done first)
1. 2.

Teacher	Subject	Progress Week 1 [date]	Progress Week 2 [date]	Class specific assignments to focus on to get caught up (in addition to tasks currently due)

Student/LC to answer:

1. What is keeping student from being engaged?	
2. What can be changed to help student be engaged?	

Teacher, FAST Member, and student/LC to answer together:

1. What will student do to get caught up on academics (e.g. what times will s/he be working, who will help, what supplies do they need, etc.)?	
2. What support does LC need to assist their students (e.g. organization techniques)? Provided by whom?	
3. How often will FAST Member conference with student and/or LC?	

Student Responsibilities	LC Responsibilities	FAST Member Responsibilities	Teacher Responsibilities
1. Attend or view and submit survey for ALL Class Connect Sessions on daily plan; 2. Submit ALL assignments to teacher as required; 3. Read/respond to email each day; 4. _____	1. Be sure student follows along on assigned responsibilities; 2. Log attendance daily; 3. Read/respond to emails each day; 4. Make sure student is available for weekly conference;	1. Read/respond to emails; 2. Hold conferences with students and/or LC each week, or as outlined in the plan; 3. Provide necessary extra resources and support to LC and student; 4. _____	1. Read/respond to emails; 2. Offer assistance to students; 3. _____ 4. _____ 5. _____

5. _____ 6. _____	5. Meet with teacher/FAST member as required; 6. _____ 7. _____ 8. _____	5. _____ 6. _____	
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A response is required within 24 hours by student and/or LC to indicate you received and understand this Plan.

\*\*Edits or addendums can be added to this Plan, which may include but is not limited to Family Accountability Point accrual.

Positive Consequences: This Back on Track Plan will cease (after non-compliance is no longer an issue) and the student will achieve and remain in good standing at Idaho Technical Career Academy.

Alternative Consequences: FAPS will be issued and if ten FAPs are received, student can be considered for withdrawal from ITCA.



**Appendix H**

**Blank Celebration Report**

**BLANK WEEKLY CELEBRATION REPORT**

**Celebration Report!**

ITCA knows you are working hard, and we want to celebrate your effort and success!

Accomplishments from last check in!

This is a great start to awesome progress making.

Now, let’s plan the items we will celebrate in our next check in!

Future Accomplishments	Goal date to celebrate!

Remember our overall goal is to get you caught up in all courses. Each one of these successes helps get you closer to being back on track!

Keep up the good work!

## Appendix I

### Example of High School Celebration Report

#### Celebration Report!

ITCA knows you are working hard, and we want to celebrate your effort and success!

Accomplishments from last check in!
Hi J.. Your weekly minutes in school last week were low again but your grades in Anthropology, Health and Advisory are passing so this is good.
If you could find more time this week to work and get all your grades up I can promote you to level 1 and out of FAST.
Can you find more time to work this week please?
If you can get Science up to passing I can promote you to level 1 before the end of the year.

This is fantastic. Great job!

Now, let's plan the items we will celebrate in our next check in! (If you have already completed the items below and need a different assignment for some reason you need to k-mail your request to me and I will update)

Future Accomplishments	Goal date to celebrate!
Email: Check daily. Make sure new email is set up.	5/21- Saturday
Advisory: Keep up with assignments	5/21- Saturday
Anthropology: Keep up with assignments through 6.08/ 4 Overdue assignments/ Grade is at 68%	5/21- Saturday
Health: assignments need completed this week through 7.02/ 8 overdue assignment/ grade is currently at 68%	5/21- Saturday
Physical Science; Keep up with assignments through 9.01/ 13 overdue assignments/ improve grade from 51% Get this grade to passing and I can promote to level 1 when all classes are passing grades.	5/21- Saturday

Remember our overall goal is to get you caught up in all courses. Each one of these successes helps get you closer to being back on track!

Keep up the good work!

## Appendix J

### FAST Referral Tracker

*Note: some edits or additions to the Tracker could be made after the screenshots were taken for this appendix page. Always follow the directions on the live Tracker page.*

#### FAST Tracker Referral Form

Student ID	<input type="text"/>	▲
Family ID	<input type="text"/>	▲
Student First Name	<input type="text"/>	▲
Student Last Name	<input type="text"/>	▲
Student Grade	<input type="text"/>	▲ ▼
Special Programs	<input type="text"/>	▼
Lead	<input type="text"/>	▲ ▼
Lead Approval Status	<input type="text"/>	▲ ▼
Approval Comments	<input type="text"/>	
HR Teacher	<input type="text"/>	▲ ▼
Is Student Truant	<input type="text"/>	▲ ▼
If Yes, Number of Truant Days	<input type="text"/>	
FSL Reason(s) for Referral-1	<input type="text"/>	▲ ▼
FSL Reason(s) for Referral-2	<input type="text"/>	▼
FSL Reason(s) for Referral-3	<input type="text"/>	▼
FRC Reason(s) for Referral-1	<input type="text"/>	▲ ▼

## Introduction to Instructional Coaching

June 2016

### Audience

K-12 Administrators  
K-12 Teachers

### Learning Goals

Teachers will be introduced to the K<sup>12</sup> instructional coach program, including the purpose and goals of the program, benefits of an instructional coaching program and a description of the K<sup>12</sup> instructional coaching cycle.

### Available Credit

1 Clock Hour

## Instructional Coach Program

As part of K12s commitment to supporting teachers and strengthening the learning experience of all students **all K12 teachers who work directly with students** will receive individualized instructional coaching.

Coaching is a form of professional development that provides individualized support based upon the needs and goals of each teachers. Coaches do not simply provide knowledge regarding best practices, they assist each teacher in applying those best practices within their own classes.

At K<sup>12</sup>, our instructional coaching program is based on a strengths based improvement model, focusing on strengths and potential rather than deficits. Your coach will encourage you to reflect on your professional practice, providing support and resources based on your current professional needs. The benefits of this program to you, as teacher, may include:

- ☒ Increased awareness of your personal strengths and weaknesses
- ☒ Increased comfort collaborating and actively participate in PLCs
- ☒ Increased intrinsic motivation to continue learning
- ☒ Increased openness to changes
- ☒ Increased reflection on how instruction affects students
- ☒ Increased intentionally in your instruction

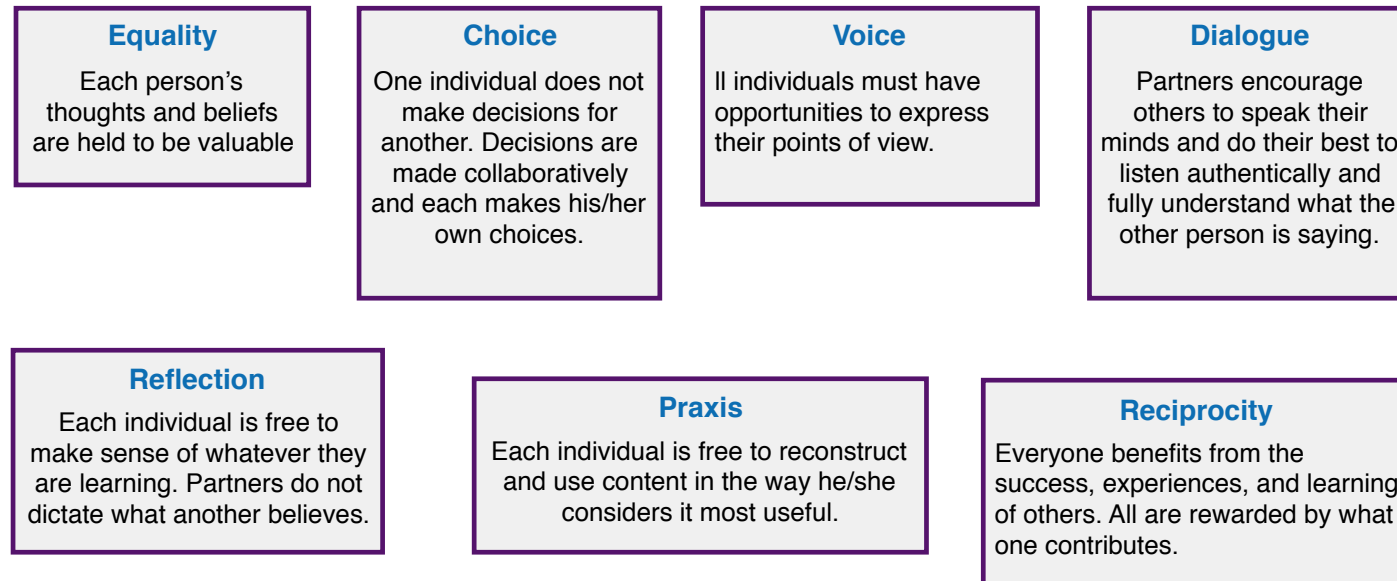


### Coach

"Instructional coaches are professional developers who teach educators how to use evidence-based teaching practices and to support them in learning and applying these practices in a variety of educational settings" - Jim Knight

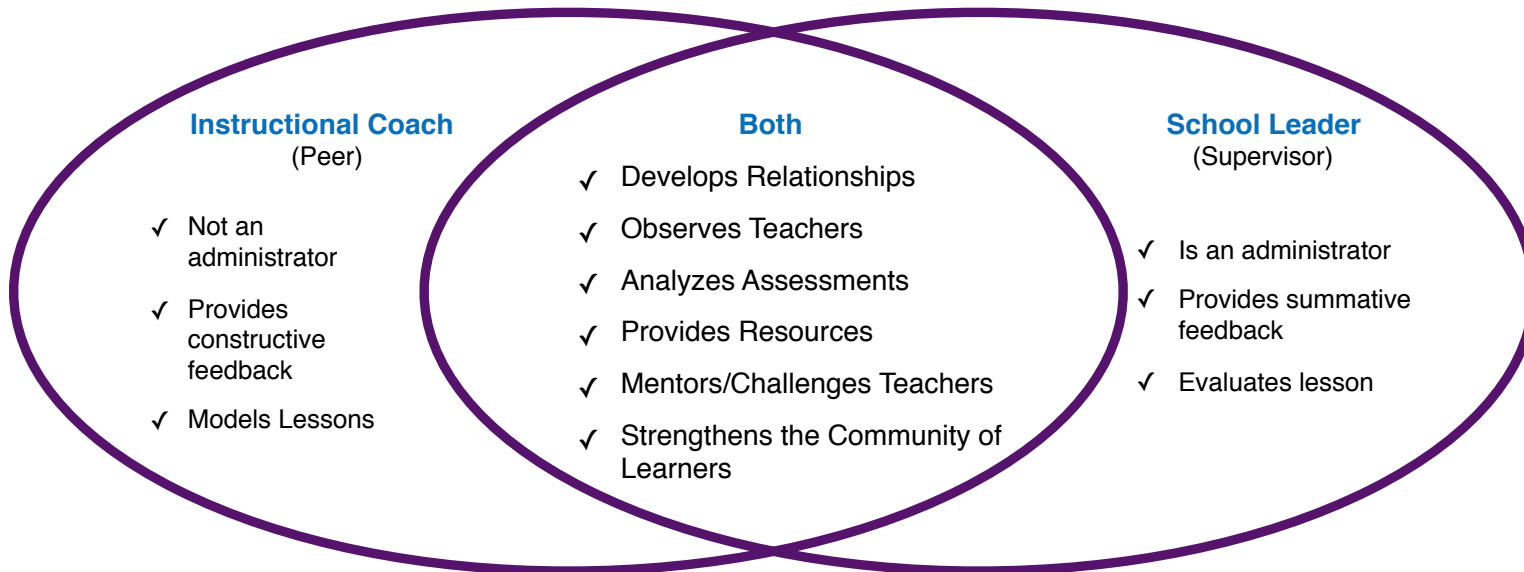
## What is Instructional Coaching?

Instructional Coaching is a non-evaluative relationship based on partnership principles, designed to facilitate the unpacking your professional goals to develop and implement a plan for your individual achievement as well as increase your professional effectiveness with students. K1<sup>2</sup>'s instructional coaching model is based on seven partnership principles, including:



## Coach vs Administrator

There are common responsibilities that are shared by school leaders and instructional coaches, and there are specific responsibilities that sit only with instructional coaches, or only with school leaders.



### Your Instructional Coach May Share the Following With Your School Leader:

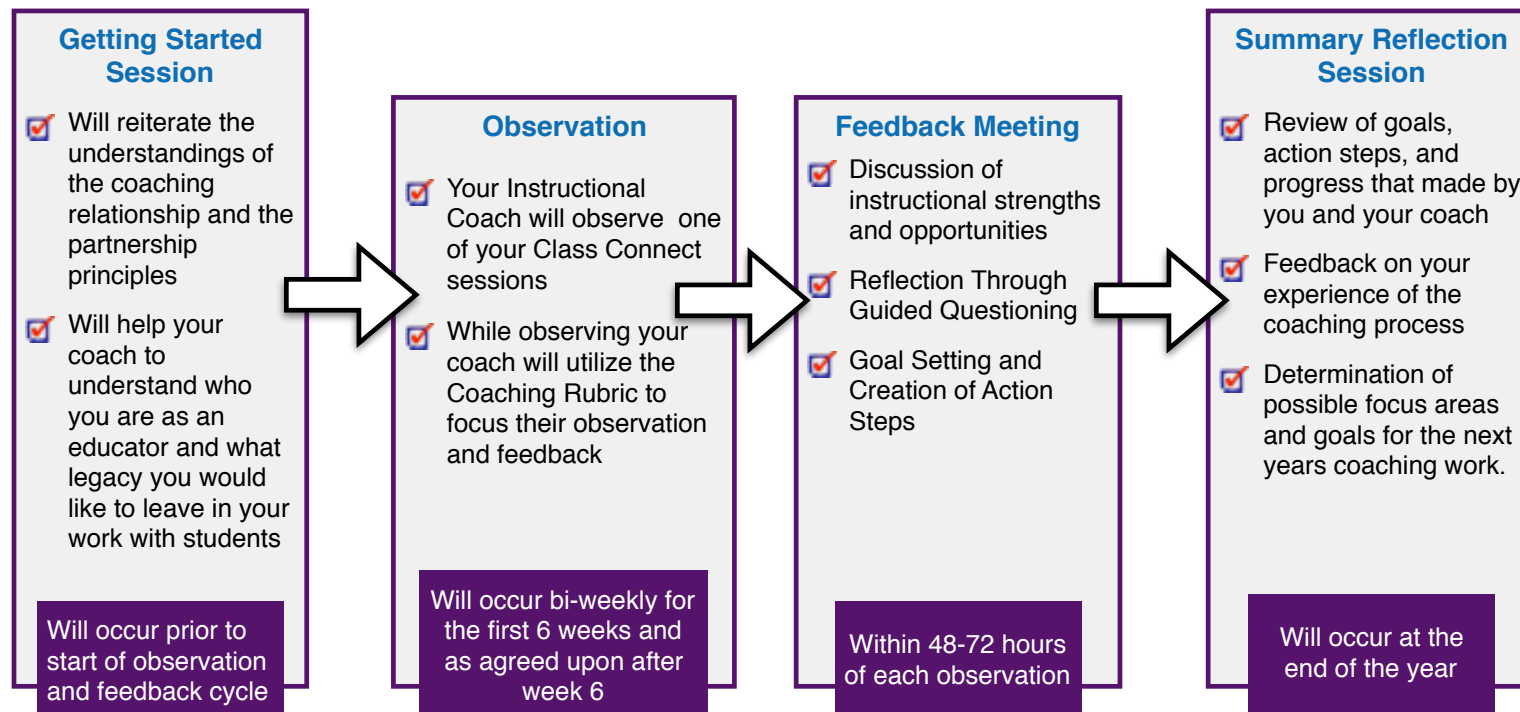
- ✓ Information on **instructional trends and areas of opportunity** to help inform professional development and provision of needed supports. School leaders will also provide coaches with information on instructional areas that they see as priorities for increased support.
- ✓ There may be **serious situations** where an instructional coach may have concerns that student needs are not being met and student learning is being compromised. When a **teacher does not take action** based on reflective conversations, and is **not engaging in the coaching process**, coaches may reach out to school leaders to **request the leader review instruction**.

## Your Instructional Coaching Partnership

- ☑ **Authentic and open communication** between you and your instructional coach is required for your relationship to work.
- ☑ It is necessary to **implement** the coaching conversation for coaching to be a success. Working with an instructional coach will provide you the opportunity to do things differently. If you choose not to engage in the process, you will get the same results you have always gotten.
- ☑ Your instructional coach will speak with you about a schedule for observations and feedback meetings. This may include specific dates and times, or windows. Working with your coach to **find a time that is mutually agreeable** will create a positive experience for both you and your instructional coach.

### What next?

Your coach will reach out to you at the start of the school year to schedule your **Getting Started Session**.



## Observation and Feedback

### Observation

Your Instructional Coach will observe one of your 30 minutes or hour Class Connect sessions. This observation may be scheduled or unscheduled. When scheduling conflicts arise for you and your coach, recordings may be observed. You may be asked to choose a recording or your coach may select one.

[Click here to access the Pocket K12 Rubric for Instructional Coaching](#)

While observing your coach will utilize the Coaching Rubric to focus their observation and feedback. This rubric allows:

- ☒ Your instructional coach to focus their attention
- ☒ Both you and your instructional coach to have a clear understanding of the instructional practices being considered
- ☒ Both you and your instructional coach to have coherent sets of criteria and descriptions of levels of performance for these criteria as a non-evaluative measure

### Feedback

To prepare for a feedback meeting you will be asked to review the recording of the observed class connect session. Your coach may provide guiding questions and Coaching Rubric information for you to utilize as you review your session. The emphasis of this session will be on facilitating your reflection. The more deeply and genuinely you engage in the conversation the more meaningful the process will be.

### Who Is My Instructional Coach?

Instructional Coaches are assigned at a school level. If your instructional coach has not contacted you yet to welcome you to K<sup>12</sup>, contact your academic leader. He or she will have the name and contact information for your instructional coach.





## IDAHO TECHNICAL CAREER ACADEMY EXHIBIT 7 STATE APPROVED DANIELSON EVALUATION

1965 S. Eagle Road, Suite 150  
Meridian, ID 83642  
ph: 208.917.2420  
fx: 208.917.2416

[IDCCRA.K12.com](http://IDCCRA.K12.com)

### TEACHER EVALUATION PLAN

#### **Purpose of Teacher Evaluation**

The purpose of the IDCCRA evaluation process is to improve student performance. This is accomplished by deploying a system that provides a fair, objective, reliable, valid and transparent evaluation process that supports teacher growth, improves instructional practice, and provides information for making thoughtful personnel decisions.

#### **Evaluation Criteria**

Idaho code outlines a specific evaluation process on how schools may evaluate certificated personnel. A major part of Idaho's Evaluation System for Teachers is the *Charlotte Danielson rubric*. This standards-based instrument provides descriptions of professional practices for each level of the performance continuum. The Danielson Framework for Teaching is composed of 4 domains. Within those 4 domains are a number of components, and within each component are smaller elements.

All certificated personnel will be evaluated based on this model. The domains include:

- **Domain 1** - Planning and Preparation
  - a: Demonstrating Knowledge of Content and Pedagogy
  - b: Demonstrating Knowledge of Students
  - c: Setting Instructional Outcomes
  - d: Demonstrating Knowledge of Resources
  - e: Designing Coherent Instruction
  - f: Designing Student Assessments
- **Domain 2** - Learning Environment
  - a: Creating an Environment of Respect and Rapport
  - b: Establishing a Culture for Learning
  - c: Managing Classroom Procedures
  - d. Managing Student Behavior
  - e. Organizing Physical Space
- **Domain 3** - Instruction and Use of Assessment
  - a: Communicating with Students
  - b: Using Questioning and Discussion Techniques
  - c: Engaging Students in Learning

- d: Using Assessment in Instruction
- e: Demonstrating Flexibility and Responsiveness

- **Domain 4 - Professional Responsibilities**
  - a: Reflecting on Teaching
  - b: Maintaining Accurate Records
  - c: Communicating with Families
  - d: Participating in a Professional Community
  - e: Growing and Developing Professionally
  - f: Showing Professionalism

## **Evaluator**

The primary responsibility for the evaluation lies with the direct supervisor. This could be the Head of School or the building principal. The Head of School may recruit the assistance in performing observations and collecting data from qualified individuals as needed.

## **Sources of Data**

Data collected will include components of Professional Practice (67%) and Student Achievement (33%).

### **Professional Practice (67%)**

- A minimum of two documented observations annually with one completed prior to January 1<sup>st</sup>.
- Parent Input

### **Student Achievement (33%)**

- A minimum of two measures of growth in Student Achievement with ISAT counted as one of the measures.
- Additional sources of measure may vary but might include:
  - pre to post assessment growth;
  - interim assessment performance;
  - end of course assessment proficiency;
  - pass rates;
  - progress towards IEP goals
  - Samples of student work
  - Parent contact logs

## **Procedure**

IDCCRA utilizes the State of Idaho Charter School Contracts. Additional certified staff will be evaluated using a different tool that addresses their specific job function. All certified staff are evaluated on the same schedule, outlined in the IDCCRA Teacher Evaluation and Development Process Calendar. A Beginning of the Year conference will be held when the teachers come back to school to review the evaluation process. Discussions will include evaluation documents and the timeline for evaluations. A

copy of associated evaluation documents will be provided to the teachers. See associated documents included with this plan.

The certified employee evaluation procedures in this plan are not intended to limit or invalidate a certified employee's right to due process as defined in existing school policy and Idaho Code.

### **Communication of Results**

The End-of-Year conferences will take place prior to May 1<sup>st</sup>. The evaluator will assign the final effectiveness rating and the teacher will receive written feedback within 5-7 days. A copy signed by both parties shall be given to the teacher. A copy of the evaluation will be placed in the employee's personnel file and the employee will have the opportunity to provide a rebuttal statement to the evaluation. The teacher's signature does not necessarily indicate agreement with the summary, but rather, awareness of the content.

### **Personnel Files**

As required by Idaho Code, which may be amended from time to time, the Idaho College and Career Readiness Academy will establish personnel files for each district employee. All materials related to the evaluation of that employee will be placed in the personnel file within a timely manner. Employees will be provided timely notice that material has been placed in the file and afforded the opportunity to attach a rebuttal to such material. The school expects such rebuttal documentation to be filed within fourteen (14) working days.

### **Personnel Actions**

Actions that may result from the evaluation process include the following options:

- Contract renewal
- Non-renewal of contract
- Placement on probation

### **Non-renewal of contract**

Should the school decide not to reemploy a person for the following school year, the employee shall be provided a written statement of reasons for non-reemployment by no later than the first day of July.

### **Probation**

Notwithstanding the open meeting law, as provided in Section 33-515 (5), Idaho Code, the Board will make decisions regarding placing a certificated employee on probation in executive session.

The individual on probation will not be named in the minutes of the meeting, but a record of the Board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the Board, directly or through its designee, will provide written notice to the employee, stating the reasons for the probation, including areas of

deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

### **Letter of Reprimand**

A letter of reprimand may be issued at any time without a formal evaluation, if an employee is found to be in violation of applicable legal, ethical, or professional standards . Any recommendation for non-renewal, placement on probation, or letter of reprimand must be authorized by the Board of Directors.

Upon approving a recommendation for probation, the Board shall do the following:

1. Send a written notice to the certificated employee that he/she is being placed on probation pursuant to the recommendation of the supervisor.
2. Include in the letter both the reasons for probation and provisions for adequate supervision and evaluation of the employee's performance during the probationary period.
3. State the duration of the probation period which shall be a reasonable amount of time as required by Idaho Code, and the possible end result: continued probation, removal from probation, or non-renewal of contract.
4. Identify the supervisor/evaluator(s) selected for the probationary cycle.

### **Appeal**

Evaluation and probation may be grieved if there is disagreement with the resulting review. Evaluations shall comport with the standards required in the Code of Ethics of the Idaho teaching profession. Any employee placed on probation, contract non-renewal, or issued a letter of reprimand is entitled to full due process rights as outlined in Idaho Code Sections 33-513 through 33-515.

### **Remediation**

Employees place on probation have the right receive remediation designed to improve employee performance and the overall excellence of the education program. A pattern of unsatisfactory performance or a material violation of school policy, rules, or regulation or those of the State Board of Education shall be sufficient reason for placing a certificated employee on probation.

At the end of the probation, the supervisor/evaluator(s) shall recommend to the Board of

Trustees one of the following actions:

- Discontinue of probation
- Continue probation
- Non-renewal of contract

### **Monitoring and Evaluation**

The supervisor/evaluator(s) selected for the probationary cycle and the employee shall work together to clarify the improvement objectives, available resources for assistance, and observation timelines.

Attainable and reasonable objectives to be performed by a certificated employee will describe the specific criteria for completing the behavior or task. Successful completion of probation will depend

upon carefully articulated goals established by the supervisor/evaluator(s) and an earnest effort in assuming responsibility for meeting those goals by the certificated employee.

Each formal observation and evaluation conducted during probation shall conform to the observation procedure outlined above. A supervisor/evaluator(s) may make a reasonable number of informal observations during probation. The employee may put objections in writing and have them attached to all observation report(s) to be placed in his/her personnel file. The file copy of such objections shall be signed by both parties to indicate awareness of the content

### **Professional Development and Training**

IDCCRA will ensure that all administrators performing evaluations will be trained in the use of the state-approved evaluation model. Subsequent trainings will be conducted/attended as required and based on Idaho State Department of Education (SDE) recommendations. Training funds provided by SDE will be utilized to fund appropriate training as required.

### **Collecting and Using Data**

The administrator shall gather information through observations, surveys, assessment results, teacher input, etc., for the annual assessment.

The plan for collecting data is defined as “clinical supervision”. This is a face-to-face relationship between the teacher and supervisor and a focus on the teacher’s actual behavior in the classroom. The primary emphasis of clinical supervision is on professional development, and the primary goal of this supervision is to help the teacher improve his or her instructional performance.

Clinical supervision has three phases: planning conference, classroom observation, and feedback conference. After the planning conference, they are both aware of what is to be observed during the visit. The supervisor establishes a system of documenting data and collecting it so that both participants can discuss the data. During the feedback conference, data is shared and both have an opportunity to share ideas that will enhance the teachers’ professional development.

### **Evaluation Rating Levels**

As required by State Code (IDAPA 120.05), evaluators rate the teacher on each component of each standard and then use the ratings to determine the overall rating on professional practices. This overall rating may account for up to 67% of the principal effectiveness rating, using multiple measures within the framework. The remaining percentage will be based on student growth data.

Rating Levels describe the teacher’s performance on professional practices with respect to state performance standards.

**Unsatisfactory:** Teacher does not meet state performance standard and does not demonstrate progress toward meeting standard.

**Basic:** Teacher meets the minimum requirements on the state performance standard and/or is inconsistent in performance.

**Proficient:** Teacher meets the expected performance standard and speaks to local impact within the assigned school or setting

**Distinguished:** Teacher is a master educator where his/her sphere of influence has a system-wide impact.

An educator's performance level goal is to "live in the area of Proficient and visit the area of Distinguished." In the rubric within the distinguished level is reserved for a more system level performance. An Unsatisfactory rating is a call for immediate and focused action to address the specific issues and may need comments to inform performance.

### **Stakeholders**

All IDCCRA stakeholders, to include Board members, administrators and certified staff, will be involved in the continued development and ongoing review of the teacher evaluation process. Continuous training and additional guidance from the State Department of Education will be ongoing.



## Teacher Evaluation Form

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

A major part of Idaho's Evaluation System for Teachers is the *Charlotte Danielson rubric*. This standards-based instrument provides descriptions of professional practices for each level of the performance continuum. As required by State Code (IDAPA 120.05), evaluators rate the teacher on each component of each standard and then use the ratings to determine the overall rating on professional practices. This overall rating may account for up to 67% of the principal effectiveness rating, using multiple measures within the framework. The remaining percentage will be based on student growth data. The Danielson Framework for Teaching is composed of 4 domains. Within those 4 domains are a number of components, and within each component are smaller elements.

**Rating Levels** describe the teacher's performance on professional practices with respect to state performance standards.

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**Distinguished:** Teacher is a master educator where his/her sphere of influence has a system-wide impact.

An educator's performance level goal is to "live in the area of Proficient and visit the area of Distinguished." In the rubric within the distinguished level is reserved for a more system level performance. An Unsatisfactory rating is a call for immediate and focused action to address the specific issues and may need comments to inform performance.

**Components of the Standards** are the mandatory items that each Idaho district must address in its evaluation system. However, districts have the flexibility of weighing the components differently to meet the needs of their district.

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### **Professional Practice (67%)**

**Classroom Observations** (*Minimum of 2 formative observations per school year. Ratings in Domains 2 and 3 in Danielson Evaluation Instrument below reflect formative observation data.*)

Number of formative classroom observations conducted during school year:

#### **Parent Input**

Parent Survey results

Percent parents/guardians *satisfied*: ??%

## **Student Achievement (33%)**

### **State Assessment (Schoolwide statistics)**

95% of eligible students participated: Yes or No

Percent of students meeting expected growth in Math in prior school year:

Percent of students meeting expected growth in ELA in prior school year:

**Summative Assessment** (*Measure(s) will vary and may include: pre to post assessment growth; interim assessment performance; end of course assessment proficiency; pass rates; progress towards IEP goals.*)

Measure(s):

Percent of students meeting expected growth/proficiency:

### **Artifacts of Teaching and Learning**

95% of students have a fall and spring Individualized Learning Plan (ILP) (*Fall of current school year and Spring of prior school year. For new staff, fall of this school year only.*): Yes or No

95% of required students took local fall and spring ELA and Math benchmark assessments (*Fall of current school year and Spring of prior school year. For new staff, fall of this school year only.*): Yes or No

95% of required students participated in local progress monitoring/interim assessments(*Fall of current school year and Spring of prior school year. For new staff, fall of this school year only.*): Yes or No

Student retention percentage (*prior school year / NA for staff not employed by IDCCRA in prior year*):

Percent of students indicating registration status for next school year (*prior school year/ NA for staff not employed by IDCCRA in prior year*):

**Additional Artifacts (optional)**: Additional artifacts are used only if either the teacher or the evaluator believes that additional evidence is required to convince the other of the accuracy of the self-assessment as compared to the evaluator's assessment of the teacher's performance.

<b>1. PLANNING AND PREPARATION</b>			
<b>1a. Demonstrating Knowledge of Content and Pedagogy</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher makes content errors or does not correct content errors students make</li> <li>Teacher displays little understanding of prerequisite knowledge</li> <li>Teacher displays little understanding of pedagogical issues</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays basic content knowledge that is not connected with other parts of discipline(s)</li> <li>Teacher has some awareness of prerequisite learning (may be incomplete or inaccurate)</li> <li>Teacher displays basic pedagogical knowledge, but does not anticipate student misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays solid content knowledge, with connections between content and other discipline(s)</li> <li>Plans reflect an understanding of prerequisite relationships among topics and concepts</li> <li>A reflection of current best practices is evident, but teacher does not anticipate student misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge</li> <li>Teacher builds on knowledge of prerequisite relationships</li> <li>Continual search for best practices is evident, and teacher anticipates student misconceptions</li> </ul>
<b>1b. Demonstrating Knowledge of Students</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher displays minimal knowledge of developmental characteristics of age group</li> <li>Teacher is unfamiliar with multiple approaches to student learning (learning styles, modalities, and different "intelligences")</li> <li>Teacher does not recognize or value students' skills, knowledge, interests, or cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>Teachers displays general accurate knowledge of developmental characteristics</li> <li>Teacher displays general understanding of multiple approaches to student learning</li> <li>Teacher recognizes value of students' skills, knowledge, interests, or cultural heritage for the class as a whole</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays thorough understanding of developmental characteristics, including exceptions</li> <li>Teacher displays solid understanding of different approaches to learning exhibited by each student</li> <li>Teacher displays knowledge of and values students' skills, knowledge, interests, or cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays knowledge of developmental characteristics and the extent to which individual students follow patterns</li> <li>Knowledge of students' varied approaches to learning is reflected in instructional planning</li> <li>Teacher knows and values ALL students' skills, knowledge, interests, and cultural heritage</li> </ul>

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*



<b>1c. Selecting Instructional Goals</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Goals are not valuable, represent low expectations, and do not reflect important learning</li> <li>Goals are unclear and do not permit viable methods of assessment</li> <li>Goals are not suitable for the class and are reflective of only one style of learning/discipline</li> </ul>	<ul style="list-style-type: none"> <li>Goals are moderately valuable in expectations or conceptual understanding for students and learning</li> <li>Goals are moderately clear or are a combination of goals and activities. Some goals are assessed through viable methods</li> <li>Most goals are suitable for most students and reflect several types of learning, but no effort at integration</li> </ul>	<ul style="list-style-type: none"> <li>Goals are valuable in their level of expectations, conceptual understanding, and importance of learning</li> <li>Most goals are clear and permit viable methods of assessment</li> <li>All goals are suitable for most students and reflect different types of learning and opportunities to integrate</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clear, valuable, and relate to curriculum standards</li> <li>All goals are clear and permit viable methods of assessment</li> <li>Goals are reflective of various types of learning needs of individuals or groups and reflect student initiative in establishing important learning</li> </ul>
<b>1d. Demonstrating Knowledge of Resources</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher has no awareness of available resources within the school/district for teachers and/or students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has limited awareness of available resources within the school/district for teachers and/or students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has full awareness of available resources within the school/district for teachers and/or students</li> </ul>	<ul style="list-style-type: none"> <li>The teacher seeks resources for students and to enhance instruction (such as community resources), in addition to school/district resources</li> </ul>
<b>1e. Designing Coherent Instruction</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Learning activities are not suitable or correlated to ongoing learning, nor are they reflective of recent professional research</li> <li>Resources/materials do not support instructional goals or engage students in meaningful learning</li> <li>There is no variance in instructional groups and no correlation to instructional goals</li> <li>The unit or lesson has no clear structure, and time allocations are unrealistic</li> </ul>	<ul style="list-style-type: none"> <li>Some learning activities are suitable, with some correlation to ongoing learning and some reflection of professional research</li> <li>Some resources/materials support instructional goals and engage students in meaningful learning</li> <li>The instructional group's suitability to instructional goals is inconsistent, and goals have minimal variety</li> <li>Some structure to the lesson or unit is evident, but not consistent, and most time allocations are reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Most learning activities are suitable, with consistent correlation to ongoing learning, and reflect recent professional research</li> <li>All resources/materials support instructional goals and engage most students in meaningful learning</li> <li>Instructional groups are varied, as appropriate to different instructional goals</li> <li>The lesson or unit has clear structure, and time allocations are reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are highly relevant to students and instructional goals and reflect recent research</li> <li>All resources/materials support instructional goals, meaningfully engage students, and show evidence of student participation in selection and adaptation</li> <li>Instructional groups are varied appropriately, and students exercise choice in selection of groups</li> <li>The lesson's/unit's structure is clear, and time allocations are flexible to meet individual needs</li> </ul>
<b>1f. Assessing Student Learning</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Content and methods of assessment lack congruence with instructional goals</li> <li>Criteria and standards of assessment are unclear</li> <li>Correlation between assessment results and planning is minimal</li> </ul>	<ul style="list-style-type: none"> <li>There is some congruence of assessment with instructional goals</li> <li>Goals and assessments are unclear and/or are not clearly communicated to students</li> <li>Assessment results are used to plan for the class as a whole</li> </ul>	<ul style="list-style-type: none"> <li>All goals are assessed, but the approach is more suitable to some than others</li> <li>Assessment criteria and standards are clear and are clearly communicated to students</li> <li>There is correlation between assessments and planning for individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is congruent with instructional goals (both content and process)</li> <li>Clear criteria/standards are clearly communicated to students, with evidence of students' contribution</li> <li>Students are aware of how they are meeting standards and participate in planning the next steps</li> </ul>

<b>2. THE CLASSROOM ENVIRONMENT</b>			
<b>2a. Creating an Environment of Respect and Rapport</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher interaction with some students is negative, demeaning, sarcastic, or inappropriate. Students exhibit disrespect for the teacher</li> <li>Student interactions demonstrate conflict, sarcasm, or put-downs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are generally appropriate, but may reflect inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher</li> <li>Students do not behave negatively toward one another</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are friendly and demonstrate warmth, caring, and respect. Students exhibit respect for the teacher</li> <li>Student interactions are generally respectful</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual, beyond that for the role</li> <li>Students demonstrate genuine caring for one another, as individuals and as students</li> </ul>
<b>2b. Establishing a Culture for Learning</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher or students convey a negative attitude toward content, suggesting that content is not important</li> <li>Students demonstrate little or no pride in their work</li> <li>Classroom environment conveys only modest expectations for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates importance of the work, but with minimal buy-in by the students</li> <li>Students invest little of their energy in the quality of the work</li> <li>Classroom environment conveys inconsistent expectations for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher conveys genuine enthusiasm for the subject, and students are consistently committed to its value</li> <li>Students accept teacher insistence on work of highest quality and demonstrate pride in that work</li> <li>Classroom environment conveys high expectations for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate, through their active participation, curiosity, and attention to detail, that they value the content's importance</li> <li>Students take obvious pride in their work and initiate improvements in it</li> <li>Both students and the teacher establish a classroom of high expectations for the learning of all students</li> </ul>

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

<b>2c. Managing Classroom Procedures</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Groups of students not working with the teacher are not productively engaged in learning</li> <li>Classroom procedures, routines, and transitions are nonexistent or inefficient, resulting in the loss of much instructional time</li> <li>Paraprofessionals and volunteers have no clearly defined duties or have nothing to do</li> </ul>	<ul style="list-style-type: none"> <li>Tasks for group work are partially organized, resulting in some off-task behavior</li> <li>Classroom procedures, routines, and transitions are fairly efficient, resulting in little loss of instructional time</li> <li>Paraprofessionals and volunteers are productively engaged some of the time, but require frequent supervision</li> </ul>	<ul style="list-style-type: none"> <li>Tasks for group work are organized, and most students are engaged at all times</li> <li>Classroom procedures, routines, and transitions occur smoothly, resulting in little loss of instructional time</li> <li>Paraprofessionals and volunteers are productively and independently engaged during the entire class</li> </ul>	<ul style="list-style-type: none"> <li>Groups working independently are productively engaged at all times, with students assuming responsibility for productivity</li> <li>Classroom procedures, routines, and transitions are seamless, with students assuming considerable responsibility for efficient operation</li> <li>Paraprofessionals and volunteers contribute substantially to the classroom environment</li> </ul>
<b>2d. Managing Student Behavior</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>No standards of conduct appear to have been established, or students are confused regarding expected behavior</li> <li>Student behavior is not monitored, and teacher is unaware of misbehavior</li> <li>Teacher does not respond to misbehavior, or the response is inconsistent, or teacher does not respect the student's dignity</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct appear to have been established, and most students seem to understand them</li> <li>Teacher is aware of student behavior, but may miss some misbehavior</li> <li>Teacher is inconsistent in response to misbehavior, or no serious disruptive behavior occurs</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct are clear to all students</li> <li>Teacher is alert to student behavior at all times</li> <li>Teacher's response to misbehavior is consistent and appropriate and respects the student's dignity, or student behavior is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct are clear to all students and have been created with student input</li> <li>Teacher monitors behavior in a subtle way, while students respectfully monitor their peer's behavior</li> <li>Teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate</li> </ul>

<b>3. INSTRUCTION</b>			
<b>3a. Communicating Clearly and Accurately</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher's directions and procedures are confusing</li> <li>Teacher's spoken language is inaudible, or written language is illegible, and may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are clarified after initial confusion, or are excessively detailed</li> <li>Teacher's spoken language is audible, written language is legible, and both are used correctly. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are clear and contain an appropriate level of detail</li> <li>Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages or interests</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are clear and anticipate possible student misunderstanding</li> <li>Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson</li> </ul>
<b>3b. Using Questioning and Discussion Techniques</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher's questions are of poor quality</li> <li>Teacher-student interaction is predominantly recitation style, with few students participating and the teacher mediating all questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are a combination of high and low quality, with few inviting a response</li> <li>Teacher makes some attempt to engage all students in a true discussion, with limited success</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are mostly of high quality, and teacher gives adequate time to respond</li> <li>Classroom interaction engages all students in a true discussion, with teacher stepping to the side, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions</li> <li>Students assume considerable responsibility for the success of the discussion, initiating topics, making unsolicited contributions, and ensuring all voices are heard</li> </ul>
<b>3c. Engaging Students in Learning</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Representation of content is inappropriate and unclear or uses poor examples and analogies</li> <li>Activities and assignments are not age- and/or background- appropriate and do not mentally engage students</li> <li>Instructional groups are not appropriate to students or the instructional goals</li> <li>Instructional materials and resources are not suitable to meeting the instructional goals or do not engage students mentally</li> </ul>	<ul style="list-style-type: none"> <li>Representation of content is inconsistent in quality</li> <li>Some activities and/or assignments are appropriate to students and engage them mentally, but others do not</li> <li>Instructional groups are partially appropriate to students or only moderately successful in advancing the instructional goals</li> <li>Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate</li> <li>The lesson has a recognizable structure, although not</li> </ul>	<ul style="list-style-type: none"> <li>Representation of content is appropriate and links well with students' knowledge and experience</li> <li>Most activities and assignments are appropriate to students and engage them cognitively</li> <li>Instructional groups are productive and appropriate to students and instructional goals</li> <li>Instructional materials and resources are suitable to the instructional goals and engage students mentally</li> <li>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Students contribute to representation of content, which is appropriate and links well with their knowledge and experience</li> <li>Students initiate or adapt activities and projects to enhance understanding, and are cognitively engaged</li> <li>Instructional groups are productive and appropriate to students and instructional goals. Students influence instructional groups to advance their learning</li> <li>Instructional materials and resources are suitable to instructional goals and fully engage students mentally.</li> </ul>

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

<ul style="list-style-type: none"> <li>The lesson has no clearly defined structure and/or the pacing is too slow or too rushed</li> </ul>	uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent	is consistent	Student initiate choice, adaptation or creation of materials to enhance their own purposes <ul style="list-style-type: none"> <li>The lesson's structure allows for reflection and closure. Pacing of the lesson is appropriate for all students</li> </ul>
<b>3d. Providing Feedback to Students</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Feedback is not provided, or it is of uniformly poor quality and is not provided in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is inconsistent in quality (some elements of high quality are present, other are not) and its timeliness is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is consistently high quality and is provided in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is consistently high quality and is consistently provided in a timely manner, with students making prompt use of it in their learning</li> </ul>
<b>3e. Demonstration Flexibility and Responsiveness</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson</li> <li>Teacher ignores or brushes aside students' questions</li> <li>Teacher either gives up or blames the student or the environment for student's difficulty learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to adjust a lesson, with mixed results</li> <li>Teacher attempts to accommodate students' questions. The effects on the coherence of a lesson are uneven</li> <li>Teacher accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to use</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes a minor adjustment to a lesson, and the lesson occurs smoothly</li> <li>Teacher successfully accommodates students' questions</li> <li>Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies</li> </ul>	<ul style="list-style-type: none"> <li>Teacher successfully makes a major adjustment to a lesson</li> <li>Teacher seizes a major opportunity to enhance learning, building on a spontaneous event</li> <li>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school</li> </ul>

<b>4. PROFESSIONAL RESPONSIBILITIES</b>			
<b>4a. Reflecting on Teaching</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson</li> <li>Teacher has no suggestions for how a lesson may be improved another time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met</li> <li>Teacher makes general suggestions about how a lesson may be improved</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, and he/she can support the judgment</li> <li>Teacher makes a few specific suggestions that he/she may try another time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes a thorough and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples</li> <li>Teacher offers specific alternative actions, complete with probable successes of different approaches</li> </ul>
<b>4b. Maintaining Accurate Records</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is nonexistent or in disarray, resulting in errors and confusion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is rudimentary and partially effective</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is fully effective</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is highly effective, with students participating in the maintenance and interpretation of records</li> </ul>
<b>4c. Communicating with Families</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher provides minimal information to families about the instructional program or individual students, or makes either no attempt or inappropriate attempts to engage families</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in the school's activities and follows the required procedures for communicating to parents, but makes modest and inconsistent efforts to engage families in the instructional program</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides frequent information to parents about the instructional program and individual students' progress, and efforts to engage families are frequent and successful</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides frequent information to parents about the instructional program and student progress, and efforts to engage families are frequent and successful. Students contribute ideas for family participation</li> </ul>
<b>4d. Contributing to the School and District</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher's relationships with colleagues are negative or self-serving</li> <li>Teacher avoids becoming involved in school events and/or school and district projects</li> </ul>	<ul style="list-style-type: none"> <li>Teacher maintains cordial relationships with colleagues to fulfill duties required by the school or district</li> <li>Teacher participates in school events and/or school and district projects when specifically asked</li> </ul>	<ul style="list-style-type: none"> <li>Support and cooperation characterize relationships with colleagues</li> <li>Teacher volunteers to participate in, and makes a substantial contribution to, school events and/or school and district projects</li> </ul>	<ul style="list-style-type: none"> <li>Support and cooperation characterize relationships with colleagues, with the teacher taking initiative in assuming leadership among the faculty</li> <li>Teacher volunteers to participate in, makes a substantial contribution to, and assumes a leadership role in school and/or district projects</li> </ul>

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

4e. Growing and Developing Professionally			
Unsatisfactory*	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>Teacher engages in no professional development activities to enhance knowledge or skill</li> <li>Teacher makes no effort to share knowledge with others or contribute to the profession</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in professional activities to a limited extent when they are convenient</li> <li>Teacher finds limited ways to contribute to the profession</li> </ul>	<ul style="list-style-type: none"> <li>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill,</li> <li>Teacher actively assists other educators</li> </ul>	<ul style="list-style-type: none"> <li>Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom</li> <li>Teacher initiates activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations</li> </ul>
4f. Showing Professionalism			
Unsatisfactory*	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>Teacher is not alert to students' needs</li> <li>Teacher contributes to school practices that result in some students being ill served by the school</li> <li>Teacher makes decisions based on self-serving interests</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's attempts to serve students are inconsistent</li> <li>Teacher does not knowingly contribute to some students being ill served by the school</li> <li>Teacher's decisions are based on limited, though genuinely professional, considerations</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is moderately active in serving students</li> <li>Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed</li> <li>Teacher maintains an open mind and participates in team or departmental decision making</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is highly proactive in serving students, seeking out resources when necessary</li> <li>Teacher makes a particular effort to advocate for all students, particularly those traditionally underserved</li> <li>Teacher takes a leadership role in team or department decision making, ensuring that decisions reflect the highest professional standards</li> </ul>

\*Unsatisfactory rating indicates Improvement Plan

### Additional comments:

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

I understand that I will receive one copy of this report, one copy will be filed in the supervisor's office, and one copy will be filed in the District Administration Office. Signing this report does not imply agreement, but does indicate that the information has been discussed.

Employee Comments: (optional)



## Formal Classroom Observation

Idaho College and Career Readiness Academy

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_ Subject/Class: \_\_\_\_\_

State Standard/Learning Objective: \_\_\_\_\_

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<b>2a: Respect and Rapport</b> Teacher interaction with students. Student to student interaction	<b>3a: Communicating Clearly and Accurately</b> Directions and procedures. Oral and written language
<b>2b: Culture for Learning</b> Importance of content. Expectations for learning and achievement	<b>3b: Questioning and Discussion</b> Quality of questions. Discussion techniques. Student participation
<b>2c: Classroom Procedures</b> Management of: Instructional groups. Transitions. Materials and supplies. Non-instructional duties.	<b>3c: Student Engagement</b> Representation of content. Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.
<b>2d: Student Behavior</b> Expectations. Monitoring of student behavior. Response to student behavior	<b>3d: Feedback to Students</b> Quality: accurate, substantive, constructive, specific. Timeliness
<b>Additional Comments:</b>	<b>3e: Flexibility and Responsiveness</b> Lesson adjustment. Response to students. Persistence

\_\_\_\_\_  
**Teacher Signature**      **Date**

\_\_\_\_\_  
**Administrator Signature**      **Date**

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

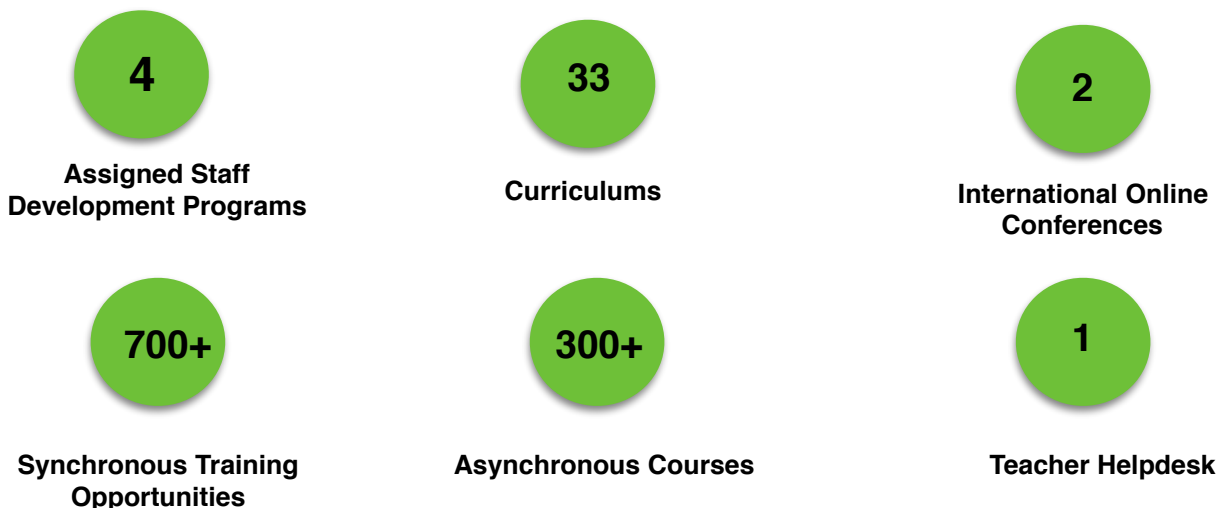
Teacher Effectiveness supports K12 by providing training programs and support services to enhance the experience and enrich the praxis of:

K12's Teachers  
School Leaders  
Student support staff

using the

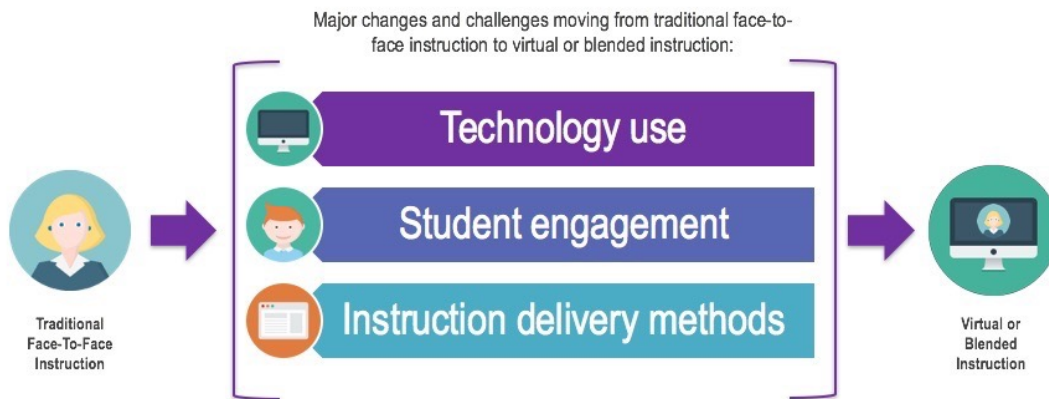
*K12 Model  
Curriculum  
Systems  
Communication tools  
Instructional approach  
Online community*

### Summary of Services

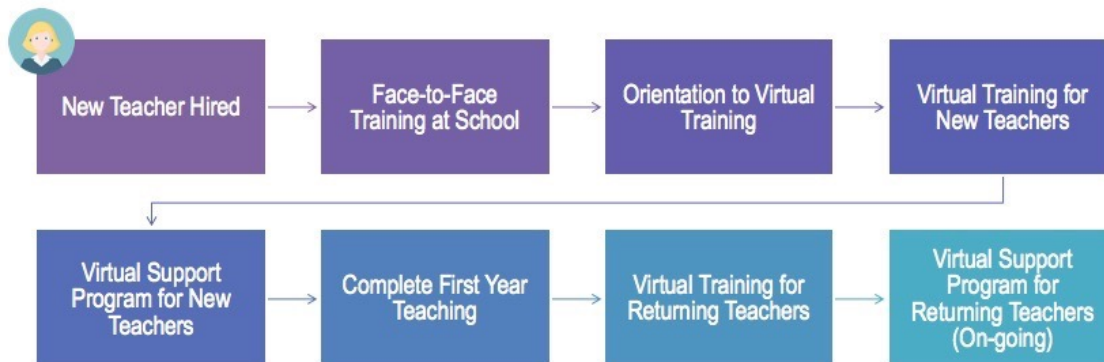


The four assigned staff development programs are organized into 33 curriculums and are segmented into two phases, a 30-day start and an in year support program. A training plan is provided for each program outlining what training areas a teacher needs to complete while highlighting elective content that is available as a professional choice. As an example of professional choice, teachers may choose to participate in workshops or courses focusing on assessment, technology, instructional strategies and content area designed around student and even teacher misconceptions. Two international online conferences are offered to highlight the promising practices of schools and individuals engaging in intentional actions to elevate the academic and personal development of all students and staff. The teacher helpdesk is a webform portal for staff to ask questions, seek support online and track responses. Response time varies but typical responses are received within 24 hours, if not sooner.

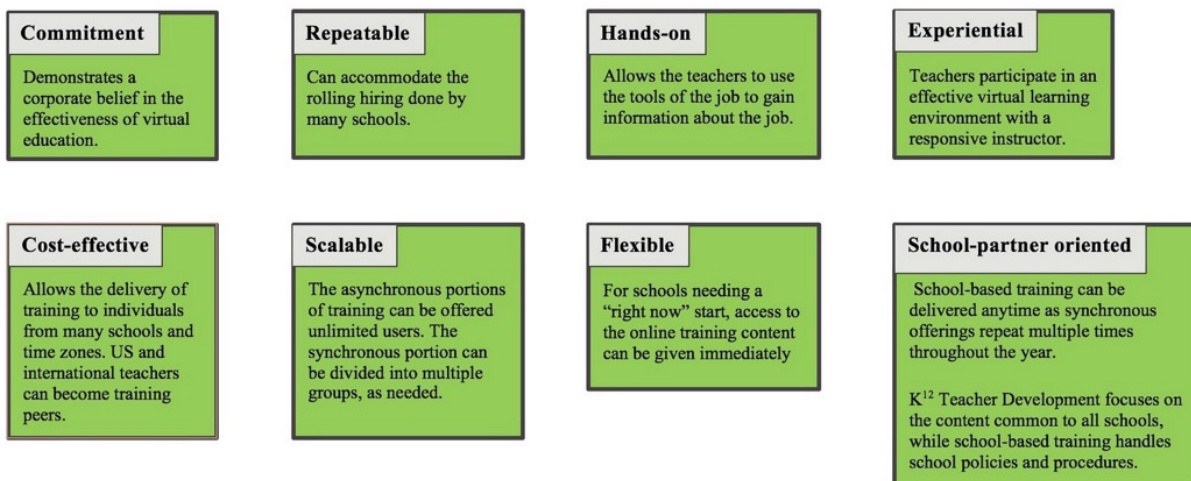
## Design of Training Addresses Challenges of Virtual Instruction



## Teacher Support Life Cycle



## Value of Online Teacher Development



# Idaho College and Career Readiness Academy

♦ ♦ ♦ ♦

## ANNUAL PERFORMANCE REPORT 2014-2015

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed January 2016



# Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Schools had an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: [chartercommission.idaho.gov](http://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.	
<b>Key Design Elements</b>	<p>Provide academic core curriculum aligned to state standards.</p> <p>Provide a sequence of instruction in career-technical pathways. A pathway is a three-year sequence of focused coursework in a particular career cluster.</p> <p>All students will be continually enrolled in career technical coursework.</p> <p>Place each student with an advisory teacher.</p> <p>Foster industry involvement.</p>	
<b>School Contact Information</b>	Address: 1965 S Eagle Rd Ste 150 Meridian, ID 83642	Phone: (208) 917-2420
<b>Surrounding District</b>	State of Idaho	
<b>Opening Year</b>	2014	
<b>Current Term</b>	December 12, 2013 – June 30, 2017	
<b>Grades Served</b>	9-12	
<b>Enrollment</b>	Approved: Unlimited	Actual: 53

School Leadership (2014-2015)	Role
Kerry Wysocki	Chair
Chris Wood	Vice Chair
Mike Falconer	Secretary
Mark McCormick	Treasurer
Dane Beorchia	Director
Jim Moore	Director
Monti Pittman	Administrator

	School	Surrounding District	State
<b>Non-White</b>	20%	NA	23.59%
<b>Limited English Proficiency</b>	0%	NA	8.52%
<b>Special Needs</b>	6.67%	NA	10.43%
<b>Free &amp; Reduced Lunch</b>	55.56%	NA	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	*
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	*
Graduation Rate (4-year cohort data from 2014)	N/A

\*Masked per state law or statistical irrelevance

## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho College and Career Readiness Academy, Incorporated Year Opened: 2013 Operating Term: 12/12/13-6/30/17 Date Executed: 12/12/2013

### Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

### Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

#### Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

#### Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

*During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.*

#### Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

**Financial:**

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

**Accountability Designations**

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

**Honor:**

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

**Good Standing:**

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

**Remediation:**

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

**Critical:**

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	14%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	43%	0.00
	2c				75	43%	0.00
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050		
- Points from Non-Applicable					875		
Total Possible Academic Points for This School					175		
Total Academic Points Received							0.00
% of Possible Academic Points for This School							0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Manufacturing Skills Acquisition	1						
Technology Skills Acquisition	2						
Business Skills Acquisition	3						
Health Skills Acquisition	4						
Total Possible Mission-Specific Points							
<b>Total Mission-Specific Points Received</b>							
<b>% of Possible Mission-Specific Points Received</b>							
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>					<b>175</b>		
<b>TOTAL POINTS RECEIVED</b>							<b>0.00</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>							<b>0.00%</b>

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>390.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>97.50%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	0	0%	0.00
	1b	0	0%	0.00
	1c	0	0%	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	0	0%	0.00
	2b	0	0%	0.00
	2c	0	0%	0.00
	2d	0	0%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>50</b>	<b>100%</b>	<b>50.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>100.00%</b>

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the *possibility* of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific	Operational	Financial
	Range % of Points Possible Earned	Range % of Points Possible Earned	Range % of Points Possible Earned
<b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible	90% - 100% of points possible	85% - 100% of points possible
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible	80% - 89% of points possible	65% - 84% of points possible
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible	61% - 79% of points possible	46% - 64% of points possible
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	0% - 60% of points possible	0% - 45% of points possible

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
		5	25				
	Exceeds Standard: School received five stars on the Star Rating System	4	20				
	Meets Standard: School received three or four stars on the Star Rating System	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System	1	0	<hr/> 0			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
		Reward	25				
	Exceeds Standard: School was identified as a "Reward" school.	None	15				
	Meets Standard: School does not have a designation.	Focus	0				
	Does Not Meet Standard: School was identified as a "Focus" school.	Priority	0				
	Falls Far Below Standard: School was identified as a "Priority" school.			<hr/> 0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						<hr/> 0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						<hr/> 0
Notes							



Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes							

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		57-75	19	66-99	34	0
	Meets Standard:		38-56	19	43-65	23	0
	Does Not Meet Standard:		20-37	18	30-42	13	0
	Falls Far Below Standard:		0-19	19	1-29	29	0
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		57-75	19	66-99	34	0
	Meets Standard:		38-56	19	43-65	23	0
	Does Not Meet Standard:		20-37	18	30-42	13	0
	Falls Far Below Standard:		0-19	19	1-29	29	0
Notes							
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		57-75	19	66-99	34	0
	Meets Standard:		38-56	19	43-65	23	0
	Does Not Meet Standard:		20-37	18	30-42	13	0
	Falls Far Below Standard:		0-19	19	1-29	29	0
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		76-100	25	70-100	31	0
	Meets Standard:		51-75	25	45-69	25	0
	Does Not Meet Standard:		26-50	25	30-44	15	0
	Falls Far Below Standard:		0-25	25	1-29	29	0
Notes							

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible		Points Earned		
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes		<hr/> 0					
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned		
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes		<hr/> 0					
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned		
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes		<hr/> 0					
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes		<hr/> 0					

MISSION-SPECIFIC GOALS			
Measure 1	Is the school helping students in the Manufacturing pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible
			Points Earned
	<p><b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.</p> <p><b>Meets Standard:</b> 65% to 84% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.</p> <p><b>Does Not Meet Standard:</b> 45% to 64% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 45% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.</p>	175	
		140	
		70	
		0	
			0.00
Notes	The 1st and 2nd Manufacturing courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Since IDCCRA is in its second year of operations, reporting on this measure will be reflected in the 2015-16 Annual Report. The 1st level Manufacturing course is being offered for the first time in 2015-16.</a>		
Measure 2	Is the school helping students in the Technology pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible
			Points Earned
	<p><b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.</p> <p><b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.</p> <p><b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.</p>	175	
		140	
		70	
		0	
			0.00
Notes	The 1st and 2nd Technology courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Since IDCCRA is in its second year of operations, reporting on this measure will be reflected in the 2015-16 Annual Report. The 1st level Technology course is being offered for the first time in 2015-16.</a>		
Measure 3	Is the school helping students in the Business pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible
			Points Earned
	<p><b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p><b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p><b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p>	175	
		140	
		70	
		0	
			0.00
Notes	The 1st and 2nd Business courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Since IDCCRA is in its second year of operations, reporting on this measure will be reflected in the 2015-16 Annual Report. The 1st level Business course is being offered for the first time in 2015-16.</a>		

		Result	Points Possible	Points Earned
Measure 4	Is the school helping students in the Health pathway to successfully acquire the appropriate level of industry skills?			
	Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		175	
	Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		140	
	Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		70	
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		0	
				0.00
Notes	The 1st and 2nd Health courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. Since IDCCRA is in its second year of operations, reporting on this measure will be reflected in the 2015-16 Annual Report. The 1st level Healthway course is being offered for the first time in 2015-16.			
The following mission-specific measures demonstrate IDCCRA's long-term commitment to ensure that students are well-prepared for employment in career-technical industries. The goals have not been assigned any points towards the school's accountability designation during the first certificate term, as the relevant data will not be available until after the conclusion of the school's first certificate term.				
Measure 1b	Is the school successfully preparing Manufacturing pathway students for the workplace?	Result	Points Possible	Points Earned
	Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Falls Far Below Standard: Beginning in 2017-2018, less that 24% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
				0.00
Notes				
Measure 2b	Is the school successfully preparing Technology pathway students for the workplace?	Result	Points Possible	Points Earned
	Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Falls Far Below Standard: Beginning in 2017-2018, less that 24% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
				0.00
Notes				

Measure 3b Is the school successfully preparing Business pathway students for the workplace?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p>			0.00
Notes			
Measure 4b Is the school successfully preparing Health pathway students for the workplace?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p>			0.00
Notes			

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned
	<b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non- compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	<hr/> 25.00
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non- compliance documented	25	25.00
	<b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	<hr/> 25.00
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non- compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	<hr/> 25.00
Notes				

Measure 1d English Language Learners		Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
Notes					
		INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance		Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
Notes					
Measure 2b GAAP		Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
Notes					



GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	See note	25	25.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 25.00

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	50	
		1.06	10	
			0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	No. of Days Cash:	50	
		47	10	
			0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
Enrollment Variance	<p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:	50	
			30	
		28.75%	0	
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			0.00
Measure 1d	Default	Result	Points Possible	Points Earned
Default	<p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No default or delinquency noted in audit	50	50.00
Notes			0	50.00

INDICATOR 2: SUSTAINABILITY MEASURES			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible
Total Margin and Aggregated 3-Year Total Margin	<p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals: 5.72%	50
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.	10	0
			0.00
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible
Debt to Asset Ratio	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	Ratio is: 0.9	50 30 0
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0.00
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0
Cash Flow	<p><b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is: \$55,927	50 30 0
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0.00
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible
Debt Service Coverage Ratio	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	Ratio is: 1.48	50 0
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0.00


ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	N/A	N/A			
	1b	25	N/A	N/A			
Proficiency	2a	75	N/A	N/A			
	2b	75	N/A	N/A			
	2c	75	N/A	N/A			
Growth	3a	100	N/A	N/A			
	3b	100	N/A	N/A			
	3c	100	N/A	N/A			
	3d	75	N/A	N/A			
	3e	75	N/A	N/A			
	3f	75	N/A	N/A			
	3g	100	N/A	N/A			
College & Career Readiness	4a	50	N/A	N/A			
	4b1 / 4b2	50	N/A	N/A			
	4c	50	N/A	N/A			
Total Possible Academic Points Received		1050	0.00	0.00	0.00	0.00	0.00
% of Possible Academic Points for This School			0.00%	N/A	0.00%	0.00%	0.00%
*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are excluded due to statewide school accountability system changes.							

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Manufacturing Skills Acquisition	1	175	N/A				
Technology Skills Acquisition	2	175	N/A				
Business Skills Acquisition	3	175	N/A				
Health Skills Acquisition	4	175	N/A				
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			0.00%	0.00%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	N/A	25			
	1b	25	N/A	25			
	1c	25	N/A	25			
	1d	25	N/A	25			
Financial Management & Oversight	2a	25	N/A	15			
	2b	25	N/A	25			
Governance & Reporting	3a	25	N/A	25			
	3b	25	N/A	25			
Students & Employees	4a	25	N/A	25			
	4b	25	N/A	25			
	4c	25	N/A	25			
	4d	25	N/A	25			
School Environment	5a	25	N/A	25			
	5b	25	N/A	25			
	5c	25	N/A	25			
Additional Obligations	6a	25	N/A	25			
Total Possible Operational Points Received		400	0.00	390.00	0.00	0.00	0.00
% of Possible Operational Points for This School			0.00%	97.50%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	0	N/A	0			
	1b	0	N/A	0			
	1c	0	N/A	0			
	1d	50	N/A	50			
Sustainability Measures	2a	0	N/A	0			
	2b	0	N/A	0			
	2c	0	N/A	0			
	2d	0	N/A	0			
Total Possible Financial Points Received		50	0.00	50.00	0.00	0.00	0.00
% of Possible Financial Points for This School			0.00%	100.00%	0.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14	2014-15	2015-16	2016-17	2017-18
	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION
Academic & Mission-Specific	N/A	N/A			
Operational	N/A	Honor			
Financial	N/A	Honor			



"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform





# Idaho College and Career Readiness Academy

♦ ♦ ♦ ♦

## ANNUAL PERFORMANCE REPORT 2015-2016



Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed November 2016

# Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. It cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2015-16 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Renewal-year schools have an opportunity to correct or clarify their framework outcomes in their renewal applications.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: [chartercommission.idaho.gov](http://chartercommission.idaho.gov).

## School Overview

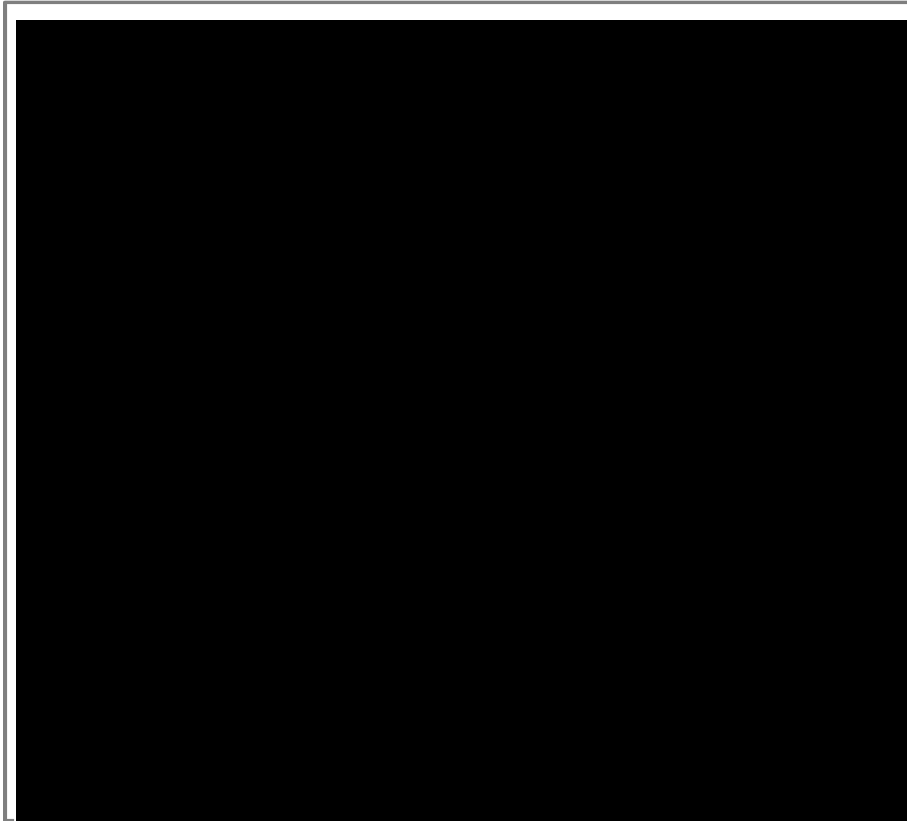
<b>Mission Statement</b>	IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.	
<b>Key Design Elements</b>	<p>Provide academic core curriculum aligned to state standards.</p> <p>Provide a sequence of instruction in career-technical pathways. A pathway is a three-year sequence of focused coursework in a particular career cluster.</p> <p>All students will be continually enrolled in career technical coursework.</p> <p>Place each student with an advisory teacher.</p> <p>Foster industry involvement.</p>	
<b>School Contact Information</b>	Address: 1965 S Eagle Rd Ste 150 Meridian, ID 83642	Phone: (208) 917-2420
<b>Surrounding District</b>	State of Idaho	
<b>Opening Year</b>	2014	
<b>Current Term</b>	December 12, 2013 – June 30, 2017	
<b>Grades Served</b>	9-12	
<b>Enrollment</b>	Approved: Unlimited	Actual: 59

School Leadership (2015-2016)	Role
Kerry Wysocki	Chair
Chris Wood	Vice Chair
Mike Falconer	Secretary
Mark McCormick	Treasurer
Jim Moore	Director
Monti Pittman	Administrator

	School	Surrounding District	State
<b>Non-White</b>	13.56%	N/A	23.84%
<b>Limited English Proficiency</b>	0.00%	N/A	8.61%
<b>Special Needs</b>	8.47%	N/A	9.76%
<b>Free &amp; Reduced Lunch</b>	54.24%	N/A	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	████
Percentage of Students Meeting or Exceeding Proficiency in Science	████
Graduation Rate (4-year cohort data from 2015)	████

\*Only two students were in this cohort.



## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho College and Career Readiness Academy, Incorporated Year Opened: 2013 Operating Term: 12/12/13-6/30/17 Date Executed: 12/12/2013

### Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

### Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

#### **Academic:**

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

#### **Mission-Specific:**

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

*During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.*

#### **Operational:**

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

**Financial:**

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

**Accountability Designations**

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

**Honor:**

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

**Good Standing:**

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

**Remediation:**

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

**Critical:**

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	38%	0.00
Growth	2c				75	38%	19.43
	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050		
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
<b>Total Academic Points Received</b>							<b>19.43</b>
<b>% of Possible Academic Points for This School</b>							<b>9.71%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Manufacturing Skills Acquisition	1						
Technology Skills Acquisition	2						
Business Skills Acquisition	3						
Health Skills Acquisition	4						
Total Possible Mission-Specific Points							
<b>Total Mission-Specific Points Received</b>							
<b>% of Possible Mission-Specific Points Received</b>							
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>					<b>200</b>		
<b>TOTAL POINTS RECEIVED</b>							<b>19.43</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>							<b>9.71%</b>

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>365.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>91.25%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	0	0%	0.00
	1b	0	0%	0.00
	1c	0	0%	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	0	0%	0.00
	2b	0	0%	0.00
	2c	0	0%	0.00
	2d	0	0%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>50</b>	<b>100%</b>	<b>50.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>100.00%</b>

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the *possibility* of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.



ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	100.00%
<b>Good Standing</b> Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<b>Remediation</b> Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible	9.84%	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible			Points Earned	
		5	25				
	Exceeds Standard: School received five stars on the Star Rating System	4	20				
	Meets Standard: School received three or four stars on the Star Rating System	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System	1	0			0	
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible			Points Earned	
		Reward	25				
	Exceeds Standard: School was identified as a "Reward" school.	None	15				
	Meets Standard: School does not have a designation.	Focus	0				
	Does Not Meet Standard: School was identified as a "Focus" school.	Priority	0				
	Falls Far Below Standard: School was identified as a "Priority" school.					0	
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						0
Notes							

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	19
Notes		19					
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes		0					
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes		0					
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes		0					

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile. <b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile. <b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile. <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		57-75	19	66-99	34	0
			38-56	19	43-65	23	0
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
Notes							0
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	<b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							0

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes					0		
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes					0		
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes					0		
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							0
		Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year. Only 2 students were in this cohort at IDCRA.					

MISSION-SPECIFIC GOALS			
<b>Measure 1</b>	<p><b>Is the school helping students in the Manufacturing pathway to successfully acquire the appropriate level of industry skills?</b></p> <p><b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.</p> <p><b>Meets Standard:</b> 65% to 84% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.</p> <p><b>Does Not Meet Standard:</b> 45% to 64% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 45% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.</p>	<p><b>Result</b></p> <p><b>Points Possible</b></p> <p>175</p> <p>140</p> <p>70</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0.00</p>
<b>Notes</b>	<p>The 1st and 2nd Manufacturing courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">No IDCCRA students took the manufacturing pathway, thus no score is available.</a></p>		
<b>Measure 2</b>	<p><b>Is the school helping students in the Technology pathway to successfully acquire the appropriate level of industry skills?</b></p> <p><b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.</p> <p><b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.</p> <p><b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.</p>	<p><b>Result</b></p> <p><b>Points Possible</b></p> <p>175</p> <p>140</p> <p>70</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0.00</p>
<b>Notes</b>	<p>The 1st and 2nd Technology courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Due to small sample size, no result is available for the 2015-16 school year.</a></p>		
<b>Measure 3</b>	<p><b>Is the school helping students in the Business pathway to successfully acquire the appropriate level of industry skills?</b></p> <p><b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p><b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p><b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.</p>	<p><b>Result</b></p> <p><b>Points Possible</b></p> <p>175</p> <p>140</p> <p>70</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0.00</p>
<b>Notes</b>	<p>The 1st and 2nd Business courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Due to small sample size, no result is available for the 2015-16 school year.</a></p>		

		Result	Points Possible	Points Earned
<b>Measure 4</b>	<b>Is the school helping students in the Health pathway to successfully acquire the appropriate level of industry skills?</b>			
	<b>Exceeds Standard:</b> 85% or more of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		175	
	<b>Meets Standard:</b> 65% to 84% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		140	
	<b>Does Not Meet Standard:</b> 45% to 64% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		70	
	<b>Falls Far Below Standard:</b> Less than 45% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Health Assessment.		0	
				<b>0.00</b>
<b>Notes</b>	The 1st and 2nd Health courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data to the PCSC no later than October 1 each year. <a href="#">Due to small sample size, no result is available for the 2015-16 school year.</a>			

The following mission-specific measures demonstrate IDCCRA's long-term commitment to ensure that students are well-prepared for employment in career-technical industries. The goals have not been assigned any points towards the school's accountability designation during the first certificate term, as the relevant data will not be available until after the conclusion of the school's first certificate term.

		Result	Points Possible	Points Earned
<b>Measure 1b</b>	<b>Is the school successfully preparing Manufacturing pathway students for the workplace?</b>			
	<b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	<b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	<b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	<b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
				<b>0.00</b>
<b>Notes</b>				
<b>Measure 2b</b>	<b>Is the school successfully preparing Technology pathway students for the workplace?</b>			
	<b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	<b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	<b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	<b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
				<b>0.00</b>
<b>Notes</b>				

Measure 3b Is the school successfully preparing Business pathway students for the workplace?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p> <p><b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.</p>			<hr/> 0.00
Notes			
Measure 4b Is the school successfully preparing Health pathway students for the workplace?	Result	Points Possible	Points Earned
<p><b>Exceeds Standard:</b> Beginning in 2017-2018, 75% or more of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Meets Standard:</b> Beginning in 2017-2018, 50% to 74% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Does Not Meet Standard:</b> Beginning in 2017-2018, 25% to 49% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p> <p><b>Falls Far Below Standard:</b> Beginning in 2017-2018, less than 24% of 12th grade students who completed the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.</p>			<hr/> 0.00
Notes			



INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned
	<b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms. <b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		25	
		See note	0	0.00
				0.00
Notes	The school's academic outcomes do not reflect the description of the school provided in the approved charter and performance certificate. Proficiency rates are very low and do not appear to reflect a student population that will be ready for the workforce as the charter commits. There are no policies in place to assist students in finding qualified internships. Only two out of the four career pathways have been approved by CTE. The Advisory Board as required by CTE and the charter has not met in over two years of operation.			
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding. <b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding. <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

Measure 1d English Language Learners		Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
Notes		<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
				15	
				0	
			<hr/> 25.00		
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT					
Measure 2a Financial Reporting and Compliance		Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
Notes		<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			See note	15	15.00
				0	0.00
			<hr/> 15.00		
Notes		The school's FY15 independent fiscal audit, due October 15, 2015, was submitted on October 21, 2015.			
Measure 2b GAAP		Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
Notes		<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
				0	
			<hr/> 25.00		

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks?			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	0.00
				<hr/> 25.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	<p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	50	
		1.05	10	
			0	
				0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
Unrestricted Days Cash	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash:	50	
		46	10	
			0	
				0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:	50	
		97.86%	30	
			0	
				0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 1d	Default	Result	Points Possible	Points Earned
Default	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No default or delinquency noted in audit	50	50.00
			0	
				50.00
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES					
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Total Margin and Aggregated 3-Year Total Margin</b>	<b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> <b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	Aggregated 3-Year Totals:	2.50%	50	
				10	
				0	
					0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.				
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt to Asset Ratio</b>	<b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9 <b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0 <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	Ratio is:		50	
		0.95		30	
				0	
					0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (1.44) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.				
Measure 2c	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Cash Flow</b>	<b>Meets Standard (in one of two ways):</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> <b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative	Multi-Year Cumulative is:	\$70,494	50	
				30	
				0	
					0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.				
Measure 2d	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt Service Coverage Ratio</b>	<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1 <b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1 <b>Falls Far Below Standard:</b> Not Applicable	Ratio is:		50	
		0.00		0	
					0.00
Notes	Due to the deficit protection clause in IDCCRA's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.				



ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	N/A	0.00	0.00		
	1b	25	N/A	15.00	0.00		
Proficiency	2a	75	N/A	0.00	0.00		
	2b	75	N/A	5.70	0.00		
	2c	75	N/A	11.40	19.43		
Growth	3a	100	N/A	0.00	0.00		
	3b	100	N/A	0.00	0.00		
	3c	100	N/A	0.00	0.00		
	3d	75	N/A	0.00	0.00		
	3e	75	N/A	0.00	0.00		
	3f	75	N/A	0.00	0.00		
	3g	100	N/A	0.00	0.00		
College & Career Readiness	4a	50	N/A	0.00	0.00		
	4b1 / 4b2	50	N/A	0.00	0.00		
	4c	50	N/A	0.00	0.00		
Total Possible Academic Points Received			1050	0.00	32.10	19.43	0.00
% of Possible Academic Points for This School				0.00%	18.34%	9.72%	0.00%


\*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Manufacturing Skills Acquisition	1	175	N/A	N/A	N/A		
Technology Skills Acquisition	2	175	N/A	N/A	N/A		
Business Skills Acquisition	3	175	N/A	N/A	N/A		
Health Skills Acquisition	4	175	N/A	N/A	N/A		
Total Possible Mission-Specific Points Received			700	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School				0.00%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	N/A	25	0		
	1b	25	N/A	25	25		
	1c	25	N/A	25	25		
	1d	25	N/A	25	25		
Financial Management & Oversight	2a	25	N/A	15	15		
	2b	25	N/A	25	25		
Governance & Reporting	3a	25	N/A	25	25		
	3b	25	N/A	25	25		
Students & Employees	4a	25	N/A	25	25		
	4b	25	N/A	25	25		
	4c	25	N/A	25	25		
	4d	25	N/A	25	25		
School Environment	5a	25	N/A	25	25		
	5b	25	N/A	25	25		
	5c	25	N/A	25	25		
Additional Obligations	6a	25	N/A	25	25		
Total Possible Operational Points Received			400	0.00	390.00	365.00	0.00
% of Possible Operational Points for This School				0.00%	97.50%	91.25%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	0	N/A	0	0		
	1b	0	N/A	0	0		
	1c	0	N/A	0	0		
	1d	50	N/A	50	50		
Sustainability Measures	2a	0	N/A	0	0		
	2b	0	N/A	0	0		
	2c	0	N/A	0	0		
	2d	0	N/A	0	0		
Total Possible Financial Points Received			50	0.00	50.00	50.00	0.00
% of Possible Financial Points for This School				0.00%	100.00%	100.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific	N/A	Critical	Critical		
Operational	N/A	Honor	Honor		
Financial	N/A	Honor	Honor		

A decorative graphic consisting of several overlapping blue triangles and polygons, creating a layered, geometric effect. It is positioned on the left side of the page, partially behind the quote.

"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

**EDUCATIONAL PRODUCTS AND SERVICES  
AGREEMENT**

Between

**IDAHO COLLEGE AND CAREER READINESS ACADEMY**

And

**K12 VIRTUAL SCHOOLS LLC**

**FOR THE IDAHO COLLEGE AND CAREER READINESS ACADEMY, AN ONLINE  
PROFESSIONAL-TECHNICAL HIGH SCHOOL AUTHORIZED BY THE IDAHO STATE PUBLIC  
CHARTER COMMISSION, SERVING IDAHO STUDENTS STATEWIDE IN GRADES 9-12**

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## EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT ("**Agreement**") is made and entered into by and between the Governing Board of Directors (the "**Board**") of the Idaho College and Career Readiness Academy, Incorporate an Idaho nonprofit corporation and K12 Virtual Schools LLC ("**K12**"), a Delaware limited liability company, each a "**Party**" together the "**Parties**", as of the date signed by both Parties, and includes the following exhibits:

- a. Exhibit A (Products and Services)
- b. Exhibit B (K12 Proprietary Marks)

### RECITALS

A. **WHEREAS**, the Board governs the Idaho College and Career Readiness Academy also known in abbreviated form as IDCCRA (the "**School**").

B. **WHEREAS**, the mission of the School is to provide an innovative model of an online professional-technical public charter school adapted to the needs of high school students throughout the State of Idaho in order to inspire every student to succeed in their academic and occupational pursuits.

C. **WHEREAS**, the Board has filed a charter petition (application) with the Idaho State Board of Education's Public Charter School Commission (the "**Commission**") pursuant to the Idaho Charter Schools Act (Section 33-5201 *et seq.*) of the Idaho Education Code ("**IEC**"), to open an online professional-technical charter school that will utilize K12 products and services, subject to the Commission's approval. The Board is also seeking certain funding approval from the Division of Professional-Technical Education which is the administrative arm of the State Board of Education's State Board for Professional-Technical Education.

D. **WHEREAS**, once the Board's charter petition is approved, a charter shall be granted (the "**Charter**") to operate a professional-technical public charter school called the Idaho College and Career Readiness Academy, and the Board will utilize K12's products and services in the School in accordance with this Agreement.

E. **WHEREAS**, K12 and its Affiliates were established, among other things, for the following purposes:

- o promoting and encouraging new methods of effective education;
- o implementing innovative and effective instructional systems in elementary and secondary education.

F. **WHEREAS**, K12 will provide the Board with a variety of educational products and services in furtherance of the School's mission. These educational products and services include providing the highly regarded K12® Curriculum as well as third party professional and technical curriculum procured by K12 on behalf of the Board, online school and learning management systems; teacher training, recruitment and management; financial and school administration services; technology services for a student account management system and other administrative and technology support services specified in this Agreement and the Charter as applicable to the School.

G. **WHEREAS**, upon approval of the Charter, it is the intention of both Parties to enter into a long-term relationship in which the Board governs the School while K12 provides comprehensive educational products and services, including turnkey management services, and in which K12 will assure the financial solvency of the School in accordance with the terms of this Agreement.

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

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NOW, THEREFORE, the Parties mutually agree as follows:

1. **DEFINITIONS.** For the purposes of this Agreement, capitalized terms used herein but not otherwise defined shall have the meaning ascribed to them in this Section 1 as follows:

1.1. **Affiliates.** An "Affiliate" of K12 is an entity that controls, is controlled by, or under common control with K12, where "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2. **Applicable Law.** Applicable Law is defined herein as the Constitution of the State, the State education laws and/or code, the federal Elementary and Secondary Education Act, the federal Individuals with Disabilities in Education Act, other applicable federal, state or local statutes, ordinances and regulations, any amendments to or recodification of the aforementioned laws, and other binding rulings applicable to public charter schools in the State.

1.3. **Charter.** The Charter is defined as the authorization provided to the Board by the Charter Authorizer pursuant to Applicable Law, permitting the Board to operate as a public charter school and entitled to receive public funds, appropriations and other revenues.

1.4. **Charter Authorizer.** The Charter Authorizer is the entity which has been granted the authority by law to permit the Board to operate in accordance with the Charter and Applicable Law. The Charter Authorizer is currently the Idaho State Board of Education's Public Charter School Commission.

1.5. **Change in Net Assets.** A Change in Net Assets is the difference in a given Fiscal Year between the School Revenues and School Expenses as certified by an independent audit in accordance with Generally Accepted Accounting Principles (GAAP).

1.5.1. A "Positive Change in Net Assets" means School Revenues exceeded School Expenses in a given Fiscal Year.

1.5.2. A "Negative Change in Net Assets" means School Expenses exceeded School Revenues in a given Fiscal Year.

1.6. **Fiscal Year.** The Fiscal Year shall run July 1 through June 30.

1.7. **Net Asset Position.** Net Asset Position means the difference between total assets and liabilities of the School at the end of a given Fiscal Year as certified by an independent audit in accordance with GAAP.

1.7.1. A "Positive Net Asset Position" means that total assets of the School exceed total liabilities of the School.

1.7.2. A "Negative Net Asset Position" means that total liabilities of the School exceed total assets of the School.

1.8. **School Revenues.** School Revenues are all revenues and income generated or appropriated for and received by or on behalf of the Board as attributed to any Student or the School which includes, but is not limited to, the following sources as applicable: State and local per-pupil general and special education funds, funds and apportionments for professional-technical schools and other public school State and local funding; federal funds specific to the School and/or its Students; other funding including, but not limited to, Title I of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. §6301 *et seq.*, as amended);

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

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State provided facility funding and other income or revenue sources provided by law and obtained by the Board and/or K12 which are not specifically excluded herein and all contributions and grants (including but not limited to Charter School Block Grants and other grants as applicable) received by or on behalf of the Board and granted as a matter of right and/or practice or through competitive and non-competitive grant processes, which are to assist in the improvement of any applicable School-related facility(ies), the implementation or maintenance of the School operations.

1.9. Shareholder. A Shareholder is a holder of greater than one percent (1%) of K12's outstanding shares of common stock.

1.10. State. The State is Idaho.

1.11. Student. A Student is any student enrolled and/or otherwise taking course(s) in the School or previously enrolled, including those pupils who have withdrawn.

## **2. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.**

2.1. Description of Educational Products. During the Term, K12 and Affiliates shall license to the Board solely for use in the School, on a non-exclusive, non-assignable, non-sublicensable basis the products and offerings, as described in Exhibit A, to include the K12® curriculum, access to its online school and designated learning management system(s) and/or available third party curriculum, instructional tools and other products and offerings (collectively the "**Educational Products**"). During the Term, the Parties may agree upon K12 and Affiliates licensing additional products (e.g., new curriculum, supplementary curriculum, and/or educational programs) beyond those listed in Exhibit A. Provision of additional products will be mutually agreed upon and shall be governed by the terms of this Agreement unless otherwise agreed in writing.

2.2. Description of Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the Board solely for the School "**Administrative Services**", including financial and school administration services, teacher recruiting, training and management, and "**Technology Services**" to include a student information system, hosting of an online platform, a student account management system and related technical support and other educational services as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". During the Term, the Parties may agree upon K12 and Affiliates providing the Board with additional services beyond those listed in Exhibit A. Provision of additional services shall be governed by the terms of this Agreement unless otherwise agreed in writing.

2.3. Special Education Services. K12 shall assist with the provision of special education and/or related special needs services including but not limited to recruiting teachers and procuring related service providers for Students with special education needs or any Students who have, will have or require an Individualized Education Program ("**IEP**"). All special education-related funding from any source for the Special Education Students shall be included within School Revenues.

2.4. Place of Performance. Performance of Services is not required to be rendered at the School's facility(ies) (if any), unless specifically stated in Exhibit A or for compliance with Applicable Law or the Charter.

2.5. Standards of K12 Performance.

2.5.1. K12 Compliance. K12 will provide the Educational Products and Services set forth in this Agreement and any amendments hereto in accordance with Applicable Law, the Charter, and Board policies made known to K12 in writing and relating to the School. Subject to Section 11, K12 shall

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also comply with changes in Board policies within thirty (30) days of receipt of written notice and a copy thereof; however, School Policies (as defined in section 3.2) shall be adopted in accordance with Section 3.2.

2.5.2. Confidentiality of Records/FERPA. K12 will maintain the confidentiality of School personnel, student and other records in accordance with the requirements of Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 (“**FERPA**”) and the State open records act, K12 has a legitimate educational interest for purposes of the Board (or its designees) disclosing a student’s educational records to K12 and such records shall be disclosed to K12 in order for K12 to perform the Services. The Board shall define “school officials” and “legitimate educational interest” as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

2.5.3. Licensure or Other State Requirements. Except as otherwise provided in this Agreement, K12 will comply with all applicable licensure or other requirements of the State and any regulations promulgated thereunder.

2.5.4. Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital status, familial status, and sexual orientation.

### **3. BOARD RESPONSIBILITIES.**

3.1. Payment Obligation. For the Educational Products and Services, the Board shall compensate K12 at the rates and conditions set forth in this Agreement or as amended as mutually agreed in writing.

3.2. Oversight of K12. The Board shall be responsible for monitoring K12’s performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. Accordingly, the Board shall be responsible for overseeing the School’s quality, operational and financial performance and for working with the Charter Authorizer as required. K12 shall reasonably cooperate with such monitoring and oversight.

3.3. Adoption of Policies. The Parties acknowledge and agree that in providing the Services, it shall be the responsibility of K12 to recommend various policies for the operation of the School (“**School Policies**”). K12 will implement procedures consistent with such policies, but the Board retains ultimate responsibility for adopting policies and for overseeing K12’s implementation. K12 will cooperate with such oversight and policy implementation subject to Section 11. K12 and the Board will work collaboratively and in a timely manner on the creation of School Policies that may include, but are not limited to, policies relating to the budget, authorization of expenditures, curriculum, admissions procedures, student conduct online and at any applicable School facility, School calendars, procedures for resolution of parent or student complaints and disputes between School employees, and the responsible use of computer equipment and other instructional property. To the extent any of the foregoing collaborative policies are not yet in effect, the Parties agree that K12’s applicable standard policies and best practices shall be used to avoid a lack of any policy. The Board shall promptly provide K12 written copies of all School Policies adopted and must promptly notify K12 in writing of any changes to such policies.

3.4. School-Related Correspondence. The Board shall provide K12 with any reports, documents and other findings that are related or may have an impact on the School, the Charter and/or K12’s obligations herein. Such School-related correspondence includes, but is not limited to, adopted Board minutes, resolutions and Board reports, State audit preliminary and final reports, and Charter Authorizer reports, findings and correspondence, and any reports, financial or otherwise, submitted to a State regulatory body.



3.5. School Compliance. The Board will perform its obligations under this Agreement and shall comply with, and govern itself in a manner consistent with, the requirements of Applicable Law, the Charter and the Charter Authorizer's policies.

#### 4. FINANCIAL MATTERS.

4.1. Financial Risks Assumed by K12. K12 assumes the risks, except as otherwise set forth in this Agreement that its fees may not allow it: i) to operate profitably, and/or ii) to fully recover the amounts invoiced by K12 to the Board in accordance with this Agreement. In addition, the Parties agree that the School will not conclude a Fiscal Year during the Term in a Negative Net Asset Position. Accordingly, the Parties further agree that each of them shall take all reasonable steps and approaches necessary to avoid a negative change in Net Assets or conclude a Fiscal Year in a Negative Net Asset Position during the Term. For each year of the Agreement, provided that there has been no material breach of the Agreement by the Board, if the Board ends a fiscal year in a Negative Net Asset Position, the Parties agree that K12 will provide sufficient credits ("**Balanced Budget Credits**") to be applied to K12 invoices to ensure that the School does not experience a Negative Net Asset Position during or at the end of said Fiscal Year.

4.2. Balanced Budget Credit Remittances. Should the School end a Fiscal Year in a Positive Net Asset Position, as evidenced by its audited financial statements conducted in accordance with GAAP for such Fiscal Year, and K12 has issued Balanced Budget Credits in prior years for which a balance remains, the Board will reimburse K12 up to the cumulative amount of previously issued Balanced Budget Credits, as follows:

- a. Of the first \$100,000 or less of the Positive Net Asset Position, the amount due to K12 will be twenty-five percent (25%) of such amount, not to exceed \$25,000.
- b. Of the second \$100,000 or less of the Positive Net Asset Position, if any, the amount due K12 will be fifty percent (50%) of such \$100,000 or \$50,000. The amount due K12 will not exceed \$75,000, for the first \$200,000 of School's Positive Net Assets.
- c. If the School's Positive Net Asset Position exceeds \$200,000 any outstanding amount of Balanced Budget Credits due to K12 will be seventy-five percent (75%) of the amount over \$200,000 plus the \$75,000 noted in the point immediately above.

Such amounts shall be paid to K12 in accordance with the preceding payment schedule, subject to the following conditions:

- a. The total amount of Balanced Budgets Credits remitted over the Term will not exceed the amount of Balance Budgets Credits issued during the Term;
- b. Balanced Budget Credits will not be due until the School is in a Positive Net Asset Position, if ever; and
- c. In no single school year will the amount of any remittance exceed fifty percent (50%) of the then current school year's Positive Net Asset Position, as determined by an independent audit before the payment of Balanced Budget Credits.

Finally, at the end of the Term if there is a balance of Balance Budgets Credits which have not been remitted such credits will be forgiven by K12, subject to the termination provisions of this Agreement.

4.3. Financial Risk Mitigation. As an inducement for entering into this Agreement and issuing Balanced Budget Credits, the Board and K12 agree that K12 is willing to assume the financial risks set forth herein, subject to both the Balanced Budget Credit remittance (Section 4.2) above and all of the risk mitigation efforts set forth below, each of which are material terms of this Agreement:

4.3.1. Exclusivity. K12 shall be the sole provider of the Educational Products and Services for the School unless otherwise waived in writing by an authorized officer of K12. Nothing within this provision, however, shall be construed to preclude the Board in the exercise of its fiduciary obligations to the School. Moreover, the Board shall be permitted to procure goods and services from a third party to the extent required by law, solely provided such goods and services are not otherwise included in the Educational Products and Services. Prior to any third party procurements, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein or in the future, and if K12 is able and willing to provide such services or goods the Board shall procure them from K12.

4.3.2. Final School Budgets. The Board will adopt an annual School budget for each Fiscal Year during the Term and the Parties agree that K12 will present to the Board (or its authorized delegates or subcommittee) a proposed School budget for each such Fiscal Year. The proposed School budget will include assumptions provided by K12. K12 will present a proposed budget for the upcoming school year by May 15 of the then current Fiscal Year and the Board shall consider the budget proposed by K12 and will act to approve a final School budget not later than thirty (30) days prior to the start of the Fiscal Year (or sooner if required by Applicable Law). In the event the Parties cannot agree in writing upon a final budget (or any budget modification), K12 shall only be obligated to issue Balanced Budget Credits, if any, up to the amount proposed and reflected in the original budget submission or any proposed modifications to such budget by K12.

4.3.3. Budget Modifications. K12 may submit to the Board proposed modifications to a School budget to take into account the actual Student enrollment for the applicable school year, other changes in key assumptions or other changes deemed necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final School budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days of the proposal thereof.

4.3.4. Variances from Budgets. In the event that the Board causes (or its employees or designees cause) the School to experience a Negative Net Asset Position within the Fiscal Year of more than an aggregate of two percent (2%) during the entire Fiscal Year above the agreed to amount in writing by K12, if any, then K12 reserves the right to limit the Balanced Budget Credits up to such 2% variance.

4.3.5. Material Deviations. In the event the Board materially breaches this Agreement or otherwise acts in a manner that will have the effect of materially increasing K12's obligations, including payment obligations, or materially decreasing its rights herein, including changing the name of the School, amending the Charter or Lease, or adopting adverse policies and the Agreement is not terminated, then to the extent K12 has not otherwise expressly agreed to such material change in writing, K12 reserves the right to suspend the issuance of Balanced Budget Credits effective immediately beginning with the School year that such breach or action occurred in addition to other remedies available.

4.3.6. Lease Terms and Compliance. To the extent the Board enters into a lease for example, for administrative offices or Student training, all facility-related costs shall be a School Expense. The Board agrees that it will not modify, terminate or enter into any lease for any facility or location without the prior written consent of K12 (or the Charter Authorizer as required) if any such action will have the effect of materially impacting any of K12's rights or obligations hereunder, including its financial obligations. For the avoidance of doubt, in the event the Board violates this Section or otherwise breaches any such lease so as to have the effect of materially impacting K12's rights or obligations, K12 reserves the right to suspend the issuance of Balanced Budget Credits effective immediately beginning with the Fiscal Year that such breach occurred.

#### EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

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4.4. Advances Made by K12 on Behalf of the School. If the available cash receipts of the School are, from time to time, insufficient to cover payment of School Expenses on a timely basis, and the Board is unable to seek funding from other sources to cover such deficiency, K12 may advance the Board such amounts (not to exceed maximum amounts set by Applicable Law) to allow payment of such School Expenses on a timely basis (collectively hereinafter referred to as “**Advances**”) provided that, K12 will have no obligation to make any Advances in any Fiscal Year for expenditures: (i) for any items that are in excess of the lesser of the amount proposed by K12 for the budget or the approved budgeted amount except to the extent that such excess amounts are beyond the Board’s control and due to events beyond the Board’s control; (ii) for amounts payable to K12 pursuant to this Agreement or any other agreement between K12 or its Affiliates and the Board; or (iii) for any matters as to which K12 or any other person or entity is entitled to indemnification under this Agreement. The Advances will be due and owing to K12 by the Board thirty (30) days after K12 invoices the Board for such funds.

4.5. Start Up Costs. “**Start Up Costs**” are those project management, insurance, legal, recruiting and hiring fees, computers, phones and other administrative costs that have been incurred on behalf of the School, together with advances made to the School by K12, prior to and subsequent to the execution of this Agreement in order to obtain School approval by the applicable Charter Authorizer(s) or to open the School. In order to sufficiently verify the Start Up Costs are valid and applicable to the School, the Board agrees to provide a detailed breakdown with the appropriate receipts for all such costs which will be subject to audit by K12. To the extent the Start Up Costs were paid to or on behalf of the School by K12 and/or Advances were made to the Board for Start Up Costs, K12 shall invoice the Board for reimbursement of such Start Up Costs and Advances in accordance with Sections 4.4 and 8.3 herein. Payment will be due within thirty (30) days of receipt of such invoice unless sufficient cash is not on hand to do so at which time such invoices will accrue interest per the Agreement.

4.6. Financial Reports. The Board may request that K12: (i) prepare and submit reports on the School’s finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter; or (ii) provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the School’s operations. All such requests shall be made in writing. The Parties agree that K12 shall supply the foregoing reports and information, solely provided that the Board or other third parties have given K12 all necessary and current data needed for such reports (as reasonably requested by K12), including, but not limited to, relevant audit findings, Board expenditures and funding detail. Accordingly, the Board shall not withhold, and shall cooperate with K12 to ensure K12 has the needed data and information the Board’s control in a timely manner.

4.7. School Audit. K12, in collaboration with the Board, will arrange for an independent audit of the School’s financial statements. The cost of such audit shall be a School Expense.

4.8. School Expenses. The Board will be responsible for all debts, liabilities, and obligations incurred on behalf of the School by or on behalf of the Parties (collectively, “**School Expenses**”) during the Term of the Agreement. School Expenses shall be determined in accordance with the budget process set forth herein, will be paid out of the School Revenues and shall include, but are not limited to, the following School-related costs:

4.8.1. oversight fees to the Charter Authorizer, if any;

4.8.2. School teacher (master and lead) and lab attendants (individually a “**Teacher**”, collectively “**Teachers**”) salaries;

4.8.3. Teacher related expenses, including, Teacher training related expenses and other Teacher expenses;

4.8.4. offices for administrative staff and related expenses;

4.8.5. Student Support Staff (defined in Section 7.4 below) related expenses;  
4.8.6. related services expense for Students with special education needs (as applicable);  
4.8.7. state test related expenses;  
4.8.8. school community relationship building;  
4.8.9. direct mail, printing and related expenses for enrolled Students;  
4.8.10. amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;  
4.8.11. supplemental curriculum and other academic services as agreed to by K12 in writing;  
4.8.12. reasonable legal fees for representation of the Board as it pertains directly to the School and not for legal representation or related expenses adverse to K12;  
4.8.13. insurance including directors' and officers' liability insurance, general liability insurance and other School-related insurance coverage, as appropriate;  
4.8.14. accounting and reporting not comprehended in K12's Services to be provided, payroll processing, audit, and/or tax preparation fees directly associated with the School;  
4.8.15. use, sales, income, property or other taxes, if any;  
4.8.16. fees for required background investigations of School employees;  
4.8.17. office and School facility and infrastructure related expenses; and  
all other School-related expenses approved in the budget, however, if any total School Expenses are, as reasonably known, going to be incurred at a variance of two percent (2%) or more above the budgeted amount, they must be pre-approved in writing by K12.

## **5. TERM OF AGREEMENT.**

5.1. **Term.** This Agreement will become effective upon the date of full execution by the Parties, for commencement on July 1, 2014 ("**Effective Date**") and will terminate on June 30, 2024 (the "**Term**") unless sooner terminated under the Section 11 of this Agreement. In the event the Charter Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and Applicable Law, unless this Agreement is otherwise terminated in accordance with Section 11 herein.

5.2. **Renewal.** Following the Initial Term, this Agreement will automatically extend for successive additional periods of seven (7) year(s) (each such period a "**Renewal Term**"), unless (a) either Party provides the other with written notice of non-renewal at least two (2) years before the expiration of the then-current Initial Term or Renewal Term (as applicable); or (b) the Agreement is sooner terminated under Section 11. The Initial Term and any Renewal Terms will be referred to collectively as the "**Term**".

## **6. PRICING, FEES AND PAYMENT.**

6.1. **Educational Product Prices.** In consideration of the value of the Educational Products provided by K12 (including teaching support) as specified in detail in Exhibit A, the Board will pay K12 and its Affiliates for the Educational Products based on the then current national K12 Managed Virtual School Pricing for similarly situated, similarly branded professional-technical schools ("**Product Price List**"), to include third party product pricing as applicable. Notwithstanding anything in this Agreement to the contrary, for each Educational Product set forth in the Product Price List, the School agrees that the fees for such Educational Products will be subject to change, no more than once per calendar year, at K12's reasonable discretion and communicated to the Board during the annual budget process. Payment for the Educational Products shall be made in accordance with Section 8 below.

6.2. **Administrative Services Fee.** In consideration of the value of the Administrative Services provided by K12, as specified in detail in Exhibit A, the Board agrees to pay K12 and its Affiliates fifteen percent (15%) of the School Revenues (the "**Administrative Services Fee**") for each Fiscal Year of the Agreement. Payment for the Administrative Services Fee shall be made in accordance with Section 8 below.

6.3. Technology Services Fee. In consideration of the value of the Technology Services provided by K12 as specified in detail in Exhibit A, the Board agrees to pay K12 and its Affiliates seven percent (7%) of the School Revenues for the Technology Services (the "**Technology Services Fee**") for the each Fiscal Year of the Agreement. Payment for the Technology Service Fee shall be made in accordance with Section 8 below.

6.4. Priority of Payments. Payments from the School Revenues shall be paid by the Board in the following order of priority: (1) Teacher salaries, including applicable payroll taxes, (2) School Expenses identified in Section 4.8 above, (3) Advances made by K12, (4) fees for Educational Products, (5) Administrative and Technology Services Fees payable to K12 and its Affiliates, including any fees for administrative or technology products and services purchased by the Board in addition to those enumerated in Exhibit A, and (6) Balanced Budget Credits, if any.

6.5. Business Judgment. The Board hereby agrees, in the exercise of its business judgment, that the economic arrangement included herein, including the Balanced Budget Credits and fees payable to K12 hereunder are reasonable, necessary, and fair compensation for the Educational Products and Services provided for the Term, particularly in light of the Agreement's provision requiring K12 to provide assurance of the School's financial solvency to the extent set forth in Section 4 of this Agreement.

## **7. PERSONNEL SUPPORTING THE SCHOOL.**

7.1. K12 Staff Assigned to the School. K12 will employ and determine the employment terms for administrative personnel who may include a Head of School ("**HOS**") or equivalent administrative staff position, and such other staff, including teaching staff, as K12 deems necessary to deliver the Educational Products and Services described in this Agreement. The responsibilities and performance of K12's staff will be consistent with Applicable Law. Such administrative personnel may be assigned to the School on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

7.2. Complaints About K12 Staff. If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the School, the Board shall discuss the matter first with the HOS or its equivalent. In the event the Board has a concern or is not satisfied with the HOS' job performance, the Board will provide K12 official written notice pursuant to this Agreement and set forth the specific issues and requested action with supporting documentation and K12 shall review such request and respond in a timely manner.

7.3. Teachers and School-Student Support Staff. The Board shall, within budgetary limitations, employ and be ultimately responsible for the Teachers and "**Student Support Staff**" (defined below) for the School, except in limited circumstances where K12 deems it reasonably necessary to employ such staff to deliver the Educational Products and Services hereunder to the extent allowed by Applicable Law. K12, however, will take the lead to help recruit, set the terms of employment, hire, supervise, discipline and terminate Teachers and Student Support Staff and such activities will be performed in consultation with the Board (or its designees). In accordance with Section 4.8, the Board will be responsible for all costs associated with the employment of such staff (including, without limitation, salaries, benefits, travel and other School-related expenses). "**Student Support Staff**" is defined as any position that provides direct services to the School and its Students which may include, for example, a Nurse and a Guidance Counselor or similar positions. For the avoidance of doubt, any HOS (Principal) for the School shall be an employee of K12 or its Affiliates. To the extent required by law, all Student Support Staff personnel shall be State licensed or possess the necessary credentials, qualifications, background and conduct checks as required by Applicable Law and/or the Charter.



7.4. Complaints About School-Student Support Staff. If K12 is dissatisfied or concerned about the job performance of any of the Board's staff, including Teachers or Student Support Staff assigned to the School, the Board shall delegate to K12's HOS (or its designee), the authority to discipline such staff member and as necessary or required, K12 shall promptly notify the Board of such actions. In some cases, K12 may recommend termination or elimination of specific positions to the Board for prompt action by the Board (who maintains the exclusive right to hire and terminate its employees), approval of which will not be unreasonably withheld.

7.5. Determination of Employer Entity. The Parties anticipate that, except as otherwise required by Applicable Law or to the extent necessary for the Board to maintain its status as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended ("IRC"), the HOS and other administrative personnel will be provided by K12. In the event that K12 determines that it is necessary or desirable that any of the K12 staff members providing services under this Agreement become an employee of the Board, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board, such K12 staff member shall become an employee of the Board; such change shall become effective on the date specified by K12 in such notice. In the event that at any time or from time to time K12 determines that it is necessary or desirable that any of the Board's staff members to become an employee of K12, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board such School employee shall become an employee of K12; such change shall become effective on the date specified by K12 in such notice.

7.6. Background Investigations on K12 Employees. As part of its Administrative Services, K12 will be responsible for arranging for criminal background checks to be conducted on its employees assigned to the School to the extent required by Applicable Law and will maintain documentary evidence that it has done so. Upon the Board's request, K12 will provide the Board with documentary evidence of its compliance, subject to any confidentiality requirements imposed by Applicable Law.

7.7. Background Investigations on School Employees. As part of its Administrative Services, K12 will help ensure that the Board fulfills its responsibilities to: a) conduct criminal background checks required by Applicable Law; and b) maintain evidence that it has performed such actions.

## **8. PAYMENT OF PRODUCT AND SERVICE FEES.**

8.1. Invoicing and Payment of Fees. K12 will submit to the Board, a detailed invoice for the Educational Products and Services delivered for the prior calendar month. For any fees calculated as a percentage of School Revenue, such fees will be calculated based upon the approved budget or subsequent updates in effect for the applicable calendar month and will be billed for services rendered on a monthly basis during the Term, even though School Revenue may be received by the Board beyond the expiration of the Term.

8.2. Location of Payment. All payments made hereunder will be made to K12 (or its designated Affiliate) and at the address set forth above, or such other address provided by K12 in writing.

8.3. Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the invoice date. Advances will be due thirty (30) days from the date an Advance is invoiced by K12. The Board agrees to pay interest on overdue Advances at a rate of prime plus two percent (2%), not to exceed fifteen percent (15%) per annum, or the maximum amount allowed by Applicable Law. All other amounts past due and owing by the Board to K12 will accrue interest at one and one-quarter percent (1¼ %) per month but not to exceed fifteen percent (15%) per annum, or the maximum amount allowed by Applicable Law, on each overdue amount. The Board shall not intentionally withhold payments due to K12. In the event the Board intentionally withholds payments due hereunder, no Balanced Budget Credits shall be issued by K12 to cover any late fees due hereunder.

8.4. Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the School. Without limiting the foregoing, the Board agrees to pay any sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of such taxes.

8.5. Year-End Adjustments. Within thirty (30) days after completion of the School's audited financial statements for each Fiscal Year, K12 will prepare and submit to the Board a statement of the total amounts of the Administrative Services and Technology Services Fees or other Service fees set forth in this Agreement (collectively "**Service Fees**") payable with respect to such Fiscal Year, including the calculation of such amounts (which calculations will be based upon the School's audited financial statements for such Fiscal Year). If the total amount of the Service Fees calculated in accordance with the foregoing sentence exceeds the total amount invoiced by K12 pursuant to Section 8.1, then the excess amount will be payable to K12; if such total amount is less than the total amount invoiced by K12 pursuant to Section 8.1, then the shortfall amount will be payable to the Board. Payment of any excess Service Fees payable to K12 will be due thirty (30) days after the submission of the statement thereof. Reimbursement to the Board of any overpayment of Service Fees will be due thirty (30) days after the submission of the statement thereof, provided, that K12 may elect in its discretion to set-off the amount any such overpayment against any outstanding obligations of the School to K12 or any Affiliate of K12.

8.6. Payment Out of School Funds Managed by K12 Only. K12 is authorized by the Board to pay itself the fees set forth in this Agreement out of the Board's funds managed by K12, if any, subject to the School's applicable expenditure authorization policies approved by the Board.

8.7. Disputed Amounts. If the Board disputes any charge invoiced by K12 the Board (or its authorized designee) must submit a good faith claim in writing regarding the disputed amount with documentation reasonably necessary to support the claim no later than ninety (90) days beyond the Fiscal Year audit regarding the disputed amount. If the Board (or its authorized designee) does not submit a documented claim to K12 within such time frame regarding the disputed amount, then notwithstanding anything in this Agreement to the contrary, the Board waives all rights to dispute or otherwise claim that it does not owe or to seek any credits or reimbursements thereafter regarding such disputed amount.

## **9. RELATIONSHIP OF THE PARTIES.**

9.1. Status of the Parties. K12 is not a division or any part of the Board. The Board is a body corporate organized under State law which independently governs the School, and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board. The Board and its employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

9.2. Relationship Between the Board and the School. The Idaho College and Career Readiness Academy is an Idaho public charter school authorized by the Charter Authorizer and governed by its Board. Although certain provisions in this Agreement refer to the School and may grant rights or impose obligations on the School, it is the Board that has the final legal responsibility under this Agreement to K12 and the Charter Authorizer. Therefore, it is the responsibility of the Board to ensure that the School fulfills all its obligations under this Agreement.

9.3. No Related Parties or Common Control; Certain Permitted Participations. Except as contemplated by this Agreement or any agreement between the Board and any Affiliate with respect to the provision of services described hereunder, K12 will not have any role or relationship with the Board that, in effect, substantially limits the Board's ability to exercise its rights, including termination rights, under this Agreement. None of the Board's voting power shall be vested in K12 or its directors, trustees, members, managers, officers, Shareholders, or employees, and none of the voting power of K12's Board of Directors or Shareholders of K12 shall be vested in the Board's or its Charter Authorizer's directors, trustees, members, managers, officers, shareholders, or employees. The Board agrees to take such action as is necessary to permit employees or agents of K12 to have a nonvoting presence at the Board meetings, including executive sessions, during the Term of this Agreement, provided that, the inclusion of employees or agents of K12 in executive sessions will be at Board's discretion and is not inconsistent with Applicable Law.

**10. OTHER SCHOOLS.** The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools or institutions within and outside of the State ("**Other Schools**").

**11. TERMINATION.** Events of termination are as follows:

11.1. Termination for Cause. The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 21; however, either Party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other Party for cause. Termination for cause shall mean the breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this Agreement, and a failure to cure such a breach within forty-five (45) days after receiving written notification from the terminating Party. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity. Additionally, in the event the Board does not cure the material breach of this Agreement as set forth in this provision K12's, in its sole discretion, may suspend the issuance of Balanced Budget Credits detailed in Section 4 in lieu of terminating this Agreement.

11.2. Termination for Material Reduction in School Revenue. K12 may terminate this Agreement in the event there is a material reduction in School Revenue below the amount for the prior Fiscal Year or such reduction will materially increase the financial risk to K12 in providing the Educational Products and Services. K12 shall notify the Board of its intent to terminate under this provision and provide the Board thirty (30) days' notice so that the Parties may work together to find alternative funding or other means to offset the reduction in School Revenue. If the Parties are unable to find additional revenue or other means in the thirty (30) day time-frame, K12 may terminate this Agreement and such termination shall be effective: (i) immediately upon written notice by K12 to the Board, if notice or publication of such reduction is given at least ninety days (90) prior to the commencement of the school year to which such reduction is applicable; or (ii) at the end of the school year upon written notice to the Board if notice or publication of such reduction is given during the school year to which such reduction is applicable. In the event K12 elects not to terminate this Agreement in accordance with this provision, K12 may reasonably revise and determine the level of products and services to be provided in accordance with Applicable Law, considering any such funding reduction.

11.3. Termination Upon Loss of Charter or Judicial Ruling. This Agreement may be terminated immediately by either Party upon written notice to the other Party: (i) if the Charter Authorizer (or a successor governing body duly appointed by the State Legislature) provides written notice that it has terminated, revoked, or non-renewed the Charter or (ii) upon a final adverse determination by the highest court in the State that the School is no longer valid under law or its ruling has the effect of terminating the School.



11.4. Termination for Failure to Approve Budget. In the event that the Board does not approve a budget or reasonable modifications to a budget within thirty (30) days following the submission of a proposal thereof by K12, K12 may terminate this Agreement effective at the end of the then-current school year in which the budget or reasonable modification is not approved, or if the lack of approval is for an upcoming school year that has not commenced, K12 may terminate this Agreement upon written notice prior to the commencement of the upcoming school year.

11.5. Termination in the Event of Certain Changes in the Charter or School Policies. K12 may terminate this Agreement effective immediately upon written notice to the School in the event that the Charter is amended or the Board or the Charter Authorizer adopts or amends a policy, in each case without the prior written approval of K12, and the effect of such amendment or policy could reasonably be determined to require K12 to increase materially the level of services (or other obligations) required to be provided hereunder or to increase materially the financial risk to K12 arising from its performance of its obligations hereunder, thus rendering K12's performance economically unviable as determined by K12. In the event the Board or Charter Authorizer adopts such an adverse policy in the middle of a school year, K12 agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder.

11.6. Change in Applicable Law. If any change in Applicable Law enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

## **12. TERMINATION EFFECTS.** Effects of termination are as follows:

12.1. Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the Board of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

12.2. Return of Equipment. Return of K12-provided equipment is mandatory. As such, all K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the School at the Replacement Value. The Replacement Value is the cost to replace the equipment anew, without regard to depreciation. Shipping costs, if applicable, shall be paid by the Board to K12.

12.3. Balanced Budget Credits Outstanding. In the event this Agreement expires or is terminated pursuant to Section 11, to the extent there are outstanding Balanced Budget Credits remaining, the Board shall fully exhaust its Net Assets to pay off the outstanding balance of Balanced Budget Credits, provided however, if any Balanced Budget Credits remain after the Net Assets are fully exhausted, the remaining Balanced Budget Credits shall be fully forgiven.

12.4. Fees Owed. In the event this Agreement terminates as provided for herein, or it expires pursuant to its terms, and unless otherwise agreed by the Parties in writing, the Board shall owe for all products and services rendered to include the Administrative and Technology Services Fees, Educational Products and Services in accordance with this Agreement for the period up to and including then current Fiscal Year of the

termination or expiration. All such fees will be determined on an accrual basis per the Board's audited financial statement up to and including the year in which this Agreement terminates or expires.

12.5. Loss of Value. The Board acknowledges and agrees that the subject matter of this Agreement is unique and that it would not be possible for K12 to resell the Educational Products or the Services that are the subject of this Agreement. In view of the difficulty in estimating K12's damages incurred, the Parties agree to the extent not precluded by Applicable Law, for the purposes hereof that K12's damages (in addition to those entitled under law or equity) shall be fifteen percent (15%) of the School Revenues in the Fiscal Year in which the Agreement is being terminated, due within thirty (30) days following date of such termination, if the Agreement is terminated as set forth in Section 11 because of the Board's actions or omissions unless said action or omission is in response to state or federal law or direction which is not caused by the negligent action or omission or the willful misconduct of the Board, and except as action is taken by the School to terminate this Agreement in accordance with Section 11.1.

### **13. INTELLECTUAL PROPERTY RIGHTS.**

13.1. Proprietary Materials. The Board acknowledges and agrees that K12 has the right to license (or sublicense as the case may be) certain intellectual property rights and interests in and to K12 and its Affiliate's (and respective licensor's) intellectual property, including but not limited to curriculum, trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, marketing materials, School Charter application (to the extent prepared by or on behalf of K12), presentations and related petitions and documents, School logo, website design and domain numbers and names including those registered by K12 and/or for K12, its Affiliates and the Board and other materials created for the School, and curricular materials and any and all customizations and derivative works thereof (collectively, "**K12 Proprietary Materials**"). The Board further acknowledges and agrees that: (i) it has no intellectual property interest or claims in the K12 Proprietary Materials or any customizations and derivative works thereof or any other materials created for use in connection with the K12 Proprietary Materials, (ii) it has no right to use the K12 Proprietary Materials unless expressly agreed to herein by K12, and (iii) K12 and its Affiliates (and respective licensors as the case may be) own all intellectual property rights in and to the K12 Proprietary Materials.

13.2. Sub-License of K12 Proprietary Materials. K12 hereby grants the Board a royalty-free, non-exclusive, non-transferable sub-license, during the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, to use and distribute the K12 Proprietary Materials solely in connection with the School operations as contemplated in this Agreement. Notwithstanding the foregoing, the Board shall not: (i) modify or otherwise create, or permit third parties to modify or otherwise create, derivative works from or using the K12 Proprietary Materials, (ii) sublicense any rights under this Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion, or (iii) frame any website owned by K12. Upon the termination of such license, the Board will cease use of the K12 Proprietary Materials, and will return all K12 Proprietary Materials to K12 promptly, including those in the possession of the Board, any Teachers and Board employees participating in the School, and students participating in the School.

13.3. Rights of K12 in K12 Proprietary Marks. The Board acknowledges and agrees that, as between the Board and K12, K12 (and its applicable Affiliates) owns and shall maintain all intellectual property rights, title and interest, including any goodwill, in and to K12 and its Affiliate's trademarks, service marks, trade dress and trade names including the School name(s), School logo(s) and related marks and trade dress and the K12 mark, K12 (& Design) and as may be featured in Exhibit B (collectively, "**K12 Proprietary Marks**"). The Board further acknowledges and agrees that it has no intellectual property interest or claims in the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the K12 Proprietary Marks and has no right to use the K12 Proprietary Marks

except in the limited capacity as set forth in Section 13.4 or unless expressly agreed to in writing in advance by K12, which agreement K12 may withhold in its sole discretion.

13.4. Use of K12 Proprietary Marks. During the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, K12 hereby grants the Board the non-exclusive, non-transferable right to use those K12 Proprietary Marks relating to the School solely in connection with the operations of School as contemplated in this Agreement. Notwithstanding the foregoing, the Board will not be permitted to sublicense any rights under this Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion. Upon the termination of the rights to use the K12 Proprietary Marks, the Board will immediately cease use of the K12 Proprietary Marks.

13.5. Limitations on Use of K12 Proprietary Materials and K12 Proprietary Marks. The Board will use the K12 Proprietary Materials and the K12 Proprietary Marks only as provided in this Agreement. Notwithstanding the foregoing rights, the Board agrees not to alter, copy, disassemble, reverse engineer or modify the K12 Proprietary Materials and/or the K12 Proprietary Marks in any way, nor will the Board act or permit action in any way that would impair the rights of K12 in them. The Board's authorized use will not create any right, title, or interest in or to the K12 Proprietary Materials or the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the foregoing. K12 will have the right to monitor the quality of the Board's use of the K12 Proprietary Materials and the K12 Proprietary Marks, and the Board will notify K12 promptly in writing of any known infringement or unauthorized use of such property in which the Board becomes aware. K12 and the Board agree to reasonably assist each other in pursuing measures to prevent further use of K12's intellectual property by said unauthorized party. Any references to or use of the K12 Proprietary Materials or the K12 Proprietary Marks by the Board will contain the appropriate trademark, copyright or other legal notice provided from time to time by K12 and will be subject to additional trademark usage standards developed by K12 and modified from time to time by K12 with advance notice in writing.

13.6. Intellectual Property Assignment. To the extent the Board has established any rights, title or interest in the K12 Proprietary Materials or K12 Proprietary Marks, the Board hereby assigns and transfers to K12, its successors and assigns, all of the Board's right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized by any of the K12 Proprietary Marks and the right to sue and collect damages and/or profits for past infringements of the such marks.

13.7. Publicity/Press Release. K12 may use the School's name and make School references in a listing of new, representative or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the Board and K12.

#### **14. LIMITS ON LIABILITY AND DAMAGES.**

14.1. LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE BOARD AND THE BOARD'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

14.2. CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES,

INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

**15. ASSIGNMENT.** Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party, provided, however, K12 may assign all of its rights and obligations under this Agreement to any Affiliate, acquiror, or successor in interest to the extent not otherwise expressly prohibited by Applicable Law. K12 may delegate the performance of its duties hereunder to any person, contractor or entity, but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

**16. INDEMNITY.** The Party charged with indemnifying and/or defending under this provision (the "**Indemnifying Party**") shall conduct the defense in any such third party action arising as described herein and the Party claiming the benefits of this Section 16 (the "**Indemnified Party**") promises to cooperate with such defense, provided the Indemnifying Party reasonably consults with the Indemnified Party on any settlement (subject to the consent requirement in the last sentence of this paragraph). Notwithstanding the foregoing, the Indemnified Party may, at its own expense, assist in such defense if it so chooses, provided that the Indemnifying Party shall be entitled to control such defense and all negotiations relative to the settlement of any such claim. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

**16.1. Indemnification of the Board.** K12 will indemnify, defend, and save and hold the Board and all of its employees, officers, directors, subcontractors and agents (collectively "**Board Indemnitees**") harmless against any and all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a "**Claim**") that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K12 pursuant to this Agreement, (b) noncompliance by K12 with any Applicable Law in connection with the School's operations, but excluding any Claims that arise from conduct undertaken in accordance with the Charter Authorizer's, the Board's or the Board Indemnitees' instructions, procedures or written policies, except where such instructions arise from and are in accordance with explicit recommendations formally provided by or on behalf of K12, and (c) act or omission of K12 or K12 Indemnitees (defined below) in connection with School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of the Board or Board Indemnitees.

**16.2. Indemnification of K12.** The Board will indemnify, defend, and save and hold K12 and its Affiliates and all of their respective employees, officers, directors, subcontractors and agents, their respective successors and permitted assigns (collectively "**K12 Indemnitees**"), harmless against any and all Claims that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by the School pursuant to this Agreement, (b) noncompliance by or on behalf of the Board with any Applicable Law in connection with School's operations, (c) act or omission of the Board or any Board Indemnitees in connection with the School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of K12 or K12 Indemnitees.



16.3. Indemnification Procedures.

16.3.1. Notice Requirement. Each Indemnified Party must give written notice to the other of the existence of a Claim promptly after such Indemnified Party first receives notice of the existence of the potential Claim, provided that such Indemnified Party will not be foreclosed from seeking indemnification hereunder by any failure to provide such prompt notice except and only to the extent the Indemnified Party actually incurs an incremental expense or otherwise has been materially prejudiced as a result of such delay.

16.3.2. Defense and Settlement of Claims. Each Indemnified Party seeking indemnification hereunder will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of such Claim, provided, that (i) counsel for the Indemnifying Party who will conduct the defense of such Claim must be reasonably satisfactory to such Indemnified Party and (ii) such Indemnified Party may participate in such defense at such Indemnified Party's expense. Except with the prior written consent of the Indemnified Party seeking indemnification hereunder, the Indemnifying Party, in the defense of any Claim, will not consent to entry of any judgment or enter into any settlement. In the event that any Indemnified Party seeking indemnification hereunder has been advised by counsel for the Indemnifying Party that such Indemnified Party may have available to it one or more defenses or counterclaims that are different from or in addition to one or more of those that may be available to the Indemnifying Party in respect of such Claim and, in such counsel's reasonable opinion, such counsel could not assert such defenses or counterclaims without creating a conflict of interest, such Indemnified Party will have the right to take over and assume control over the defense of such claim at the sole cost of the Indemnifying Party, provided that if such Indemnified Party does so take over and assume control, such Indemnified Party will not settle such claim without the written consent of the Indemnifying Party. In the event that the Indemnifying Party does not accept the defense of any matter as above provided, the Indemnified Party seeking indemnification hereunder will have the right to defend against such Claim, provided that such Indemnified Party will not settle such Claim without the written consent of the Indemnifying Party. In any event, any Indemnified Party seeking indemnification hereunder and the Indemnifying Party will cooperate in the defense of any claim subject to this Section entitled "Indemnification".

**17. INSURANCE.**

17.1. Liability Coverage. Each Party will initiate and maintain for a period of two (2) years after the expiration or termination of this Agreement, at its own expense, comprehensive professional and general liability insurance, including product liability, contractual liability (applicable to the indemnification obligations of the said Party set forth herein), and advertising injury insurance, with reputable and financially secure insurance carriers to cover the operations of the said Party, for not less than \$5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). Such insurance required by the Board (excluding D&O and E&O insurance) will include K12 and its Affiliates and their respective directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Such insurance required by K12 (excluding D & O and E & O insurance) will include the Board and its respective directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Each Party's insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

17.2. Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within five (5) days of written request by that Party. The Parties will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change to such insurance.

17.3. Insurance Coverage No Limitation on K12's Rights. The Board's insurance will be primary

coverage and any insurance K12 may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of the Board. K12's insurance will be primary coverage and any insurance the Board may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of K12. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on a Party's indemnification obligations expressly set forth herein.

17.4. Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the School as required by Applicable Law.

17.5. Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

## **18. REPRESENTATIONS AND WARRANTIES.**

18.1. Representations and Warranties of K12. K12 hereby represents and warrants to the Board:

18.1.1. Organization and Good Standing. K12 is a limited liability company duly organized, validly existing, and in good standing under the laws of the State of Delaware and is a wholly owned subsidiary of K12 Inc.

18.1.2. Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by K12 and constitutes the valid and legally binding obligation of K12, enforceable against K12 in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.1.3. Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth in the applicable Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS.

18.1.4. Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; (b) resulting from inadequate or improper maintenance, modification, storage, access or usage by the Board, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

18.2. Representations and Warranties of the Board. The Board hereby represents and warrants to K12:

18.2.1. Organization and Good Standing. The Board is a body corporate duly organized, validly existing, and in good standing under the laws of the State.

18.2.2. Power and Authority; Authorization; Binding and Enforceable Agreement. The Board has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by the Board and constitutes the valid and legally binding obligation of the Board, enforceable against it in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.2.3. Authority Under Applicable Law. The Board has the authority under Applicable Law to: (i) contract with an educational management company to obtain the Educational Products and Services and all other programs and services under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

18.2.4. Non-Contravention. The execution, delivery and performance of this Agreement by the Board will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the Board or any other party thereto.

18.2.5. Provision of Authority to K12. The Board has provided and will provide K12 with all authority and power necessary and proper for K12 to undertake its responsibilities, duties, and obligations provided for in this Agreement.

18.2.6. Charter Enforceability and Renewal. During the Term, the Charter shall be in full force and effect and shall constitute a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board shall deliver a true and complete copy of the Charter (and all Board-Charter Authorizer agreement(s), if any) to K12. The Board will use best efforts to maintain the Charter in full force and effect during the Term and to renew the Charter upon its expiration and seek any performance certificate's required for renewal in accordance with State law, with assistance from K12 within a reasonable time before any Charter expiration.

18.2.7. Certain Provisions of the Charter. The Charter will, when approved, authorize the Board to operate the School and receive the federal, state and local education funds identified in this Agreement, as well as other revenues, and otherwise vests the Board with all powers necessary and desirable for carrying out the School program and other activities contemplated in this Agreement.

**19. OFFICIAL NOTICES.** All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) reputable overnight carrier, postage prepaid, (iii) facsimile (with confirmation of transmission by sender's facsimile machine), or (iv) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given (i) three business days after mailing as described in clauses (i) or (ii) of the foregoing sentence, (ii) on the date of personal delivery or (iii) on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the next succeeding business day). Electronic mail does not constitute official notice under this Agreement. The addresses of the Parties are:

For K12:

K12

ATTN: EVP of School Management & Services  
2300 Corporate Park Drive, Suite 200  
Herndon, Virginia 20171  
Phone: 703-483-7000  
Fax: 703-483-7330

With Copy To K12's Counsel:

K12

ATTN: General Counsel  
2300 Corporate Park Drive, Suite 200  
Herndon, Virginia 20171  
Phone: 703-483-7000  
Fax: 703-483-7496

For Board:

Idaho College and Career Readiness Academy  
ATTN: Board President  
TBD *Kerry L. Lupton*  
\_\_\_\_\_, Idaho  
Phone: 208-870-7218  
Fax: \_\_\_\_\_

With Copy To The Board's Counsel:

Yorgason Law Offices, PLLC  
ATTN: Chris Yorgason  
6200 N. Meeker Place  
Boise, Idaho 83713  
Phone: (208) 861-3332  
Fax: (208) 375-3271

**20. NON-SOLICITATION/NON-HIRING.**

20.1. Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

20.2. Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's base starting salary with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The Board acknowledges and agrees that no Balanced Budget Credits shall be issued by K12 to cover any penalty, damages or other relief owed by the Board upon a violation of this provision.

20.3. Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 20.2.

**21. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.**

21.1. Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the Board's authorized designee and to the Head of School for K12. If the dispute is not resolved after ten (10) calendar days from the receipt of such written notice, then the Parties shall escalate the matter to the Board's authorized executive designee and the Western Regional Vice President for K12. If the dispute is not resolved after five (5) business days thereafter, then the Parties shall escalate the effort to resolve to the Board President and the Executive Vice President of School Management and Services for K12 who shall have five (5) days to seek resolution of the matter. The dispute resolution procedures described herein will



be deemed complete upon the earlier to occur of the following: (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures; and (ii) the relevant dispute is not resolved within the time periods provided under.

21.2. Mediation and Arbitration. If the Parties are unable to resolve the dispute pursuant to the Section immediately above, the Parties agree that they will attempt in good faith to settle any and all disputes arising out of this agreement, including those disputes relating to the enforceability or validity of this Agreement, through a process of mediation in Ada County, Idaho, under the supervision of a mutually agreed upon mediator. In the event that mediation fails to settle any such dispute(s), the Parties hereby agree to proceed to mandatory binding arbitration in Ada County, Idaho, pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to a professional mediator and/or arbitrator.

21.3. Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the Board acknowledges that in the event it breaches any provision contained in the Section entitled "Intellectual Property Rights", K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. As such, in its sole discretion, K12 may seek immediate judicial relief as available in law or equity, and the initiation of any judicial proceeding will suspend the dispute resolution procedures set forth above. K12 will be entitled to enforce this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. The decision by K12 not to seek judicial relief during the above described dispute resolution procedures, will not create any inference regarding the presence or absence of irreparable harm.

21.4. Governing Law. The laws of the State without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

## **22. MISCELLANEOUS.**

### **22.1. Coordination; Exercise of Approval or Consent Rights:**

22.1.1. Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12's legal counsel and the Board's legal counsel will consult from time to time with respect to the requirements of Applicable Law, the Charter, and the Board's and the Charter Authorizer's policies as they relate to the School's operations.

22.1.2. Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussions.

22.2. Force Majeure. Notwithstanding any other sections of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence.

22.3. Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.4. Counterparts, Facsimile or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile or PDF signature pages as if such facsimile or PDF pages were originals.

22.5. License Audit. Upon forty-five (45) days written notice, K12 may audit the School's use of the Educational Products and the Board agrees to cooperate and provide reasonable assistance with such audit. The Board agrees to pay within thirty (30) days of written notification any fees applicable to the School's use of the Educational Products in excess of the license rights granted herein or K12 may revoke the related technical support and license(s).

22.6. Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.7. Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.8. Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

22.9. Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

22.10. Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

22.11. No Third-Party Rights. This Agreement is made for the sole benefit of the School and K12 and their respective successors and permitted assigns. Except as set forth in Sections 13 and 16 and except for each Affiliate of K12, which shall be a third party beneficiary of this Agreement, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

22.12. Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

22.13. Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

\* \* \* \* \*

IN WITNESS WHEREOF the Parties have entered into this Agreement as of the date set forth below.

For and on behalf of

For and on behalf of

IDAHO COLLEGE AND CAREER  
READINESS ACADEMY

K12 VIRTUAL SCHOOLS LLC

Signed:

Kerry L. Wysocki

Signed:

Ron Packard

Name:

Kerry L. Wysocki

Name:

Ron Packard  
CEO & Founder

Position:

BOARD PRESIDENT

Position:

Date:

6-13-2013

Date:

6-25-13

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

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**EXHIBIT A**  
**Curriculum and Services**

**I. Educational Products, Pupil Recruiting and Product Related Services:** During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School, its Students and its personnel the following Educational Products and related services in accordance with the fees published on the Product Price List provided to the Board:

1. Online School: For each school year during the Term, K12 will provide a license for and access to: (i) K12® Curriculum and associated learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to applicable electives per the K12 course catalogue; and (ii) any third party curriculum K12 generally offers its managed virtual schools, or procures for the School on behalf of the Board, in each case for such courses required by Applicable Law or as otherwise agreed in writing.

2. Instructional Tools and Materials. Such instructional tools and supplies, including without limitation textbooks and multi-media teaching tools, as K12 determines in its discretion to be necessary to deliver the educational program. K12 shall identify which of such materials are durable shall be reclaimed. These materials will be returned in accordance with Section 12.2.

3. Product Related Services. Pupil Recruitment and related services are included in the cost of the curriculum and materials in the Product Price List:

a. Additional Instructional Support. K12 will make available the necessary instructional support and teachers as mutually agreed upon in accordance with the Product Price List as the School may require for the Educational Products and related offerings.

b. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Additionally recruitment includes designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may be general awareness or combined campaigns, launched to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area. Information that K12 obtains with respect to leads generated including, but not limited to, statistics, trends and contact information shall be owned by K12 (and its Affiliates).

c. Admissions. Implementation of the School's admissions policy and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery or waitlist if required.

d. Family Services. Plan and arrange School orientation sessions. Assist with the design and implementation of parent orientation sessions. Field and respond to incoming calls, letters, faxes, and e-mails received by K12 about the School, its curriculum, the application/enrollment process, instructional materials, etc. Help facilitate the creation of a parent manual and/or student handbook.

e. School Feedback. Obtain feedback on how to improve the School and curriculum, as appropriate. Create methods for Students, their parents, and teachers to submit comments and suggestions; implement improvements where K12 deems them to be valuable.

f. Computers. K12 may provide or cause to be provided computers, monitors, software and other hardware as K12 determines in its discretion to be necessary to deliver the curriculum and as agreed to in writing by K12 during the budgeting process. All such equipment shall be promptly returned to K12 upon a Student's withdrawal or upon expiration or termination of this Agreement.

g. Student Clubs and Contests. Access to monitored, private, virtual social clubs for Students. Clubs meet monthly and are formed based on Student feedback on their interests. K12 also provides access to participation opportunities in nationwide art, poetry and craft contests. Access to both Student clubs and contests is voluntary and is open to all Students.

h. High School Services: As requested and as available, K12 may offer the following for High School Students:

i. Counseling Tools - Students will have access to various counseling tool(s) to support college, career planning and exploration. These tools and related offerings are described below.

- National and local counseling efforts are buttressed by an online college and career planning platform that helps students organize and plan their futures. This tool helps students keep track of their high school coursework, log extracurricular activities/work hours, and set goals and strategies for achieving those goals. Further, this tool provides values, skills, and interests assessments to help direct students toward professional fields in which they are inclined while also offering a robust college search engine, allowing students to compare colleges across many different facets. Finally, this tool assists students in managing their college applications and searching for scholarships.
- Nationally, K12 offers virtual sessions that aid in helping students recognize the importance of high school performance and post-secondary education planning. K12 exposes students and their parents to a multitude of pathways including attendance at a four-year college or university, community college, vocational/technical college, military, and civilian service opportunities. K12 offers career exploration sessions presenting adults who are professionals across a variety of career clusters. K12 provides college application and admissions sessions covering various types of colleges, components of college applications, and strategies for crafting a competitive application.
- Additionally, during the school year students can take advantage of college and career-focused teacher-led virtual clubs and during the summer K12 offers college and career-focused virtual camps.
- The High School Business Unit provides support for different high school models by working with schools to create offerings and programs that match the needs of various student populations.

**II. Administrative Services:** During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School the administrative services (the "Administrative Services") set forth below. K12 will provide the Administrative Services at School's facility and from K12's offices in Herndon, Virginia and elsewhere, as deemed necessary in K12's discretion.

1. Educational Program Consulting. Propose educational goals, curriculum (including securing third party curriculum), methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled in the School. K12's recommendations for the School will be consistent with Applicable Law and the Charter. As mutually agreed, K12 will also assist the Board with obtaining student internships to provide Students with hands on training and career opportunities.
2. Personnel Assistance. Supervision of all personnel providing Educational Products, Administrative Services, and Technology Services. Management of all School employees including discipline and hiring recommendations in accordance with the Agreement, but excluding performing the following: payroll functions or securing of payroll services; negotiation, securing and management of health, retirement and other benefits, each of which shall be Board's (or its non-K12 designee's) responsibility. Provide teacher performance evaluation models to the Board as requested, and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting.
3. Insurance. Assist the Board with obtaining general liability insurance or other insurance required with a reputable carrier for the Board in accordance with this Agreement, the Charter, the Lease (if applicable) and Applicable Law.
4. Facility Management. As may be applicable, help identify location of the Board's administrative office facility(ies) for the School and facilities for hands on Student training and internships. Together with Board's attorney and designees, assist with negotiating and approving facility licenses, leases, leasehold improvements and lease amendments entered into in accordance with the Agreement.
5. Business Administration. Administration of all business aspects and day-to-day management of the School. These services shall include:
  - a. Consultation, and services as liaison on behalf of the School with the Charter Authorizer, and other governmental offices and agencies;
  - b. Consultation and advice regarding special education programs, processes, support services and reimbursements;
  - c. Consistent with other provisions of the Agreement, provide School administrative staff as appropriate;
  - d. Work with Board's counsel, if any, on legal matters affecting the School;
  - e. Preparation of forms, operations manuals, handbooks, guides, and policies and procedures as necessary or required by the Charter or Charter Authorizer;
  - f. Consultation with respect to, and monitoring and oversight of, state reporting systems;
  - g. Assist the Board in identifying and applying for grants and other funding opportunities;
  - h. Assist with the administration of federal entitlement programs (e.g., Title I, I.D.E.A.);
  - i. Arrange contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf;
  - j. Help establish and implement policies and procedures to maintain proper internal controls;
  - k. Provision of regulatory compliance services, including responses to audits; and
  - l. Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.
6. Budgeting and Financial Reporting.
  - a. Preparation of a proposed annual budget for the School, including projected revenues, expenses and capital expenditures. The School budget and subsequent modifications shall be adopted in accordance with the process set forth in Section 4 of the body of Agreement.
  - b. As practical and as possible, provide to Board on a periodic basis, but no more frequently than monthly, detailed statements of all revenues received, from whatever source for the School,



and detailed statements of all direct expenditures for services rendered to the School.

c. Provide to the Board all financial reports required under Applicable Law and by the Charter Authorizer including an annual financial report.

d. Subject to any confidentiality obligations imposed on K12 by third parties, provide to the Board such other information either required by the Charter Authorizer to be made available to the Board or the Charter Authorizer as requested, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.

Notwithstanding the foregoing, K12 will not be responsible for filing any tax forms for the Board.

7. Financial Management.

a. In accordance with the Agreement and the School's expenditure authorization policy, K12 will, within commercially reasonable periods of time or as required by any agreement governing same, make payment for all School Expenses, out of the School funds managed by K12 to the extent such funds are managed by K12.

b. All School funds will be maintained in an account(s) belonging to the Board over which designated representatives of K12 will have signature authority as approved by the Board. The Board will immediately transfer to such account(s) all School Revenues received by the Board from any source, including but not limited to per pupil payments or reimbursements received from the State or federal government and/or any other source, as well as any and all contributions received by the Board for the School.

c. Perform necessary planning, forecasting, accounting and reporting functions as appropriate.

d. Assist and coordinate in any third-party financial audit(s) of the School.

8. Maintenance of Financial and Student Records.

a. K12 will maintain and keep the records and books of the School at the facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of the Board or its designees (including Teachers) disclosing to K12 the School student's educational records.

b. K12 will maintain accurate financial records pertaining to the operation of the School and will retain all such records for a period of seven (7) years (or longer/shorter if required/allowed by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.

c. K12 will maintain accurate student records pertaining to students enrolled in the School in the manner required by Applicable Law, and retain such records on behalf of the Board at the agreed facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of Board.

d. Ensure accessibility of School records to the Board, its independent auditor and the State for completion of audits required by Applicable Law. The Parties agree to maintain, retain, disclose, and withhold School records as may be required and in the manner required by Applicable Law.

9. Student Discipline. Provide necessary information and cooperate with the Board on the handling of all student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for Board adoption consistent with Applicable Law.

10. Annual Reports to Charter Authorizer. Create, design, and arrange for publication and dissemination of an annual report regarding the School in accordance with Applicable Law.

11. Teacher Effectiveness and Training. Develop new teacher training and ongoing professional development for teachers. Develop and maintain the K12 Teacher Handbook. Host ongoing teacher

professional development sessions throughout the school year for new and returning teachers.

12. Charter Authorizer Policies and Charter Renewal. Assist the Board in complying with all applicable Charter Authorizer policies as reasonably interpreted to apply to the School program. Assist the Board with drafting the School's Charter renewal application, including working with the Board to develop any necessary budgetary and curriculum information. Provide information to help prepare Board members to present and defend School's Charter renewal application before the Charter Authorizer.

13. Instructional Property Management. Prepare and submit to the Board proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.

14. Grants and Donations for the School. On behalf of the Board, K12 may solicit and receive grants and donations from public funds through competitive or non-competitive processes, and private sources consistent with the School's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the Board and such fund shall be used as designated.

15. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

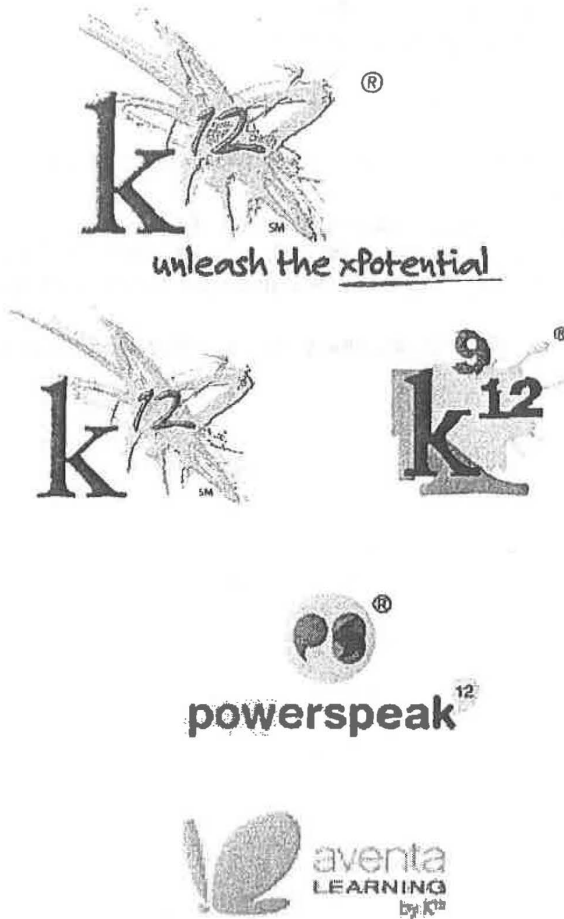
**III. Technology Services:** During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School the technology services (the "Technology Services") described below. K12 will provide the Technology Services at the facility and from K12's offices, as deemed necessary and in K12's discretion.

1. 24-7 monitoring of production services, i.e., the Student account management systems (currently to include the system known as "SAMS") and the on-line learning management system;
2. Monitor and analyze system data, to fix production issues as they may arise;
3. Generate reports on pupil academic performance, attendance and progress;
4. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the School;
5. Train School staff, as deemed appropriate and necessary, on technology systems;
6. Develop, design, publish, and maintain the School's website;
7. Install and maintain the School's computer network;
8. Generate technology related reports as may be required by the Charter Authorizer or Applicable Law;
9. Develop community tools on the School's website and/or K12 platform which may include password protected threaded discussion and message boards, moderation functionality, directories, etc.;
10. Determine hardware configurations (including software and operating systems) for the School's technology needs;
11. Provide onsite and telephone support for the School administration in troubleshooting system errors, and telephone support for current students;
12. Propose for the Board adoption policies and procedures regarding the responsible use of computer equipment and other School property;
13. Support Teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
14. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;



15. Help ensure electronic security of Student records (through the use of encryption, firewalls, etc.);
16. Provide a Web-filtering device to ensure that current Students do not have access to inappropriate materials on the Internet;
17. Prepare for, supervise, and implement all system roll-overs at the end of each academic year;
18. Design and implement inventory management systems with the School's distribution and hardware vendors, as well as reclamation programs, as needed;
19. Provide online enrollment, registration and placement services;
20. Provide School email accounts for School employees;
21. Provide School care and technology support services on the learning management system, computer and software issues;
22. Oversee changes to the School website to maintain quality assurance and make sure that there are not "version control" problems;
23. Coordinate security, creative, and content issues pertaining to the website;
24. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
25. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
26. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

**EXHIBIT B**  
K12 Proprietary Marks



Christine Tarrago  
Vice President, Finance

IDAHO TECHNICAL CAREER ACADEMY  
EXHIBIT 11 FINANCIAL COMMITMENT LETTER



K12 Inc.  
2300 Corporate Park Drive  
Herndon, Virginia 20171

Phone: +1 703 483 7454  
Fax: +1 703 483 7330  
E-mail: [ctarrago@k12.com](mailto:ctarrago@k12.com)

October 25, 2016

Mr. Kerry Wysocki  
Governing Board President  
Idaho Technical Career Academy  
1965 S. Eagle Road  
Suite 150  
Meridian, ID 83642

Dear Mr. Wysocki:

On behalf of K12 Virtual Schools LLC ("K12"), I want to reiterate Section 4.1 of the Educational Products and Services Agreement ("Agreement") between K12 and the Governing Board of Directors (the "Board") of Idaho College and Career Readiness Academy, now known as Idaho Technical Career Academy (the "Academy") fully executed on June 25, 2013. Such section states that K12 assumes the risks, except as otherwise set forth in the Agreement that its fees may not allow it: i) to operate profitably, and/or ii) to fully recover the amounts invoiced by K12 to the Board in accordance with the Agreement. In addition, it is agreed that the Academy will not conclude a Fiscal Year in a Negative Net Asset Position (deficit), as evidenced by an independent financial audit. Accordingly, provided there has been no material breach of the Agreement, if the Academy ends a fiscal year in a Negative Net Asset Position, K12 will provide sufficient credits ("Balanced Budget Credits") to be applied to K12 invoices to help ensure that the Academy does not experience a Negative Net Asset Position at the end of said Fiscal Year.

We at K12 are pleased with the progress of Idaho Technical Career Academy and it is our pleasure and privilege to be of service to the Board and to the Academy.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Christine Tarrago', is written over a horizontal line.

Christine Tarrago  
Vice President, Finance  
K12 Inc.



# **Idaho Career College and Readiness Academy**

## **FISCAL POLICIES & PROCEDURES**

### **K12 Managed Schools**

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## **Policy Overview**

The purpose of this document is to provide an overview of internal control policies followed by K12 when providing services to K12 Managed Schools. The policies cover accounting, financial reporting, information technology and human resource services.

Internal controls are the methods and procedures used to provide reasonable assurance to items including:

- Safeguard assets
- Ensure validity of financial reports and records
- Promote adherence to policies, procedures, regulations and laws
- Promote effectiveness and efficiency of operations
- Ensure financial systems are secure and backed up as needed

## **Audience**

This policy is intended for the School Board, School Management and K12 employees.

## **Policy Exceptions**

Regulatory requirements and service agreements may modify the policy for an individual school; however, these changes must be documented in an addendum and approved by the School Board.

## **Treasury**

### *Authorization and Approval*

- School Board must authorize the opening of a bank account.
- Head of School (HOS) and the Operations (Ops) Manager / Department Head (or Board Member, where applicable) are the signatory / agents for all *–Idaho Career College and Readiness Academy* bank accounts. Two signatures are required for expenditures greater than \$5,000.
- Cash balances shall not be reduced below zero.
- Public fund balances over \$250K will be insured (collateralized). Per the IDCCRA Board members, fund balances over \$250K do not require collateralization.
- Checks outstanding and unpaid for a period of one (1) year shall be declared void, included as receipts and removed from the outstanding check listing unless state escheatment treatment is required.
- Any adjustments to cash, such as the write-off of old outstanding checks, must be approved by the HOS.
- Upon termination or change in job responsibility of a check signer the bank authorized signatures must be updated immediately.
- The HOS will review the bank authorized signatories semi-annually and confirm review to Regional Finance Manager. HOS will also review access to PayPal accounts.

- Debit cards issued on school bank accounts are not authorized.
- Purchasing Card (P-Card) expenses must be approved and reconciled monthly. Access to P-Cards will be limited and managed by the HOS.
- School credit card and P Card limits require an approval to be increased by Regional Vice President.
- Pay Pal Accounts may be established through the Regional Finance Managers to manage incidental student activities (field trips, events etc.) where absolutely necessary. The accounts must be tracked through the General Ledger and follow the standard monthly account reconciliation and review process.

*Custodial and Security Arrangements:*

- K<sup>12</sup> Shared Services maintains custody of the school check stock. A board member maintains custody of the starter check stock. Access to check stock is separated from those with the ability to sign checks.
- Check stock is stored in a secure/locked area.
- A record of the check sequence supplied to K<sup>12</sup> Shared Services and the Board member holding the starter check stock is kept by the Board Treasurer.
- Checks voided for any reason are maintained by K12 Shared Services. The signature section is marked out or removed and the reason the check was voided is noted on the check
- Emergency check stock may be allocated to the school. On a monthly basis, the school must submit a log to K12 Shared Services detailing check sequence, date, vendor, and amount of checks written during the month.
- Petty cash funds are not allowed; however, where necessary, cash fund should not exceed \$500. A log of cash expenditures must be kept by the school administrator and reconciled prior to any replenishment.

*Accounts Receivable*

- Deposits of state student funding and federal grants should be routed to automatically deposit into the school bank account. A copy of all backup documentation for direct deposits must be sent to K<sup>12</sup> Shared Services by the Ops manager / Department Head.
- Use of a bank lockbox for payment is highly encouraged. Cash should not be sent directly to the school. In the limited cases where checks are received by the school the following process must be followed:
  - Administrative Assistant opens mail and maintains a ledger of all checks received. The ledger is forwarded monthly to K12 Shared Services.
  - Checks are deposited into the school bank account by the Ops Manager / Department Head or HOS within one day of receipt. The Ops Manager / Department Head provides a copy of all deposit backup documentation to K<sup>12</sup> Shared Services.

### *Monthly Bank Reconciliations*

- Bank reconciliation are performed and reviewed monthly for all bank and PayPal accounts.
  - Bank statements must be available to K12 Shared Services through online access (view only) or by hard copy from the school.
  - Bank reconciliations are performed by K12 Shared Services and include a beginning cash balance, listing of cleared checks/payments, deposits/credits, un-cleared checks/payments, deposits/credits and the ending cash balance. All variances are researched and explained
  - The bank reconciliation, with a copy of the bank statement, is included in the monthly financial pack and reviewed/approved by the HOS.

All PayPal deposit and payment activity must be provided to K12 Shared Services for accounting purposes. Accounts must be reconciled on a monthly basis by K12 Shared Services and be reviewed / approved by the HOS. Reconciliation must include a tie out of funds deposited and expenditures paid to remaining PayPal balance.

### **Expenditures - General Funds**

#### *Authorization and Approval*

- The HOS and Ops Manager / Department Head are approved by the Board to approve and make expenditures on behalf of the school for operational purchases as outlined in K12/School Services Agreement.
- Purchase requisitions under \$5,000 must be approved by the HOS or Ops Manager / Department Head. Purchase requisitions greater than \$5,000 require approval by both the HOS and Ops Manager / Department Head.
- The School must get three formal, documented quotes for purchases over \$25,000. Three competitive bids must be obtained for purchases over \$50,000
  - The Regional IT team must be consulted on technology purchase and implementation decisions. The IT team will assist in the securing of competitive pricing for computers, monitors, printers, software and school technology infrastructure components.
    - Equipment must be supportable by the K12 technology infrastructure and meet necessary requirements to ensure the security and privacy of sensitive school data.
- All service contracts must be supported by a current written contract.
- All technology purchases must be approved by the Regional Technology Manager and either the HOS or Ops Manager / Department Head. Including but not limited to:
  - Database and system development
  - Hosting of systems
  - Hardware and software purchases
  - Vendor support



- The Regional IT team must be consulted on technology purchase and implementation decisions. The IT team will assist in the securing of competitive pricing for computers, monitors, printers, software and school technology infrastructure components. This will also ensure the equipment is supportable by our technology personnel and that it meets the necessary requirements to ensure the security of sensitive school data.
- Loans to employees and Board members are prohibited under all circumstances.
- Compensation and any other payments for goods and services may not be paid in advance with the exception of: insurance, rent, facility/room rentals and software licenses and a contract for each service must be tied to the service.
- All invoices must be paid in a timely manner within 30 days.
- For payments to be processed the following must occur:
  - An itemized invoice must be approved according to the School Delegation of Authority and matched to a purchase requisition (if required).
  - Once approved, the invoice is scanned, with any supporting documents, to K12 Shared Services for payment. Any invoices paid by K<sup>12</sup> Corporate (not Shared Services) will require original documents.
- For purchases of Gift Cards the following must be documented:
  - Preapproval by the HOS is required prior to purchase. Documentation must include the purpose of the gift cards, intended recipients and timing of distribution.
  - Gift card must be locked in a secure location with restricted access.
    - Monthly reconciliation of remaining gift cards and card distribution must be provided to K12 Shared Services and included in the monthly financial pack review by the HOS. All gift cards distributed to teachers must be reported to payroll and is considered imputed income.
- Checks must never be written for cash.

### **K12 Invoices for Payment**

Management and technology fees:

- Management and technology fee invoices are reviewed by the HOS and Ops Manager / Department Head to confirm compliance with the Services Agreement.

Student computer, On-line School (OLS) invoices and materials:

- Invoices are reviewed against student records and approved by the Ops Manager / Department Head

Other K12 Billing:

- Invoices include Study Island, Payroll and other costs that are paid on behalf of K12 and charged back to the school according to the Services Agreement

Oversight fees:

- Oversight invoices (if any) are reviewed by the HOS and Ops Manager / Department Head to confirm the fee is compliant per the Services Agreement. Once approved by the HOS and Ops Manager / Department Head, the invoices are forwarded to K<sup>12</sup> Shared Services to process the related check, unless netted out with the state funding. If the Oversight Fees are netted against funding reconciliation is completed as funding deposits are made to the Academy

Internet Service Provider (ISP) payments (as per the Services Agreement)

- The Ops Manager / Department Head processes ISP payments twice a year
- The Ops Manager / Department Head downloads student and family information and completes a payment report based on approved enrollment dates and withdrawal dates, as well as the grade level students. Payments are pro-rated if students have not been enrolled during the entire service period.
- The HOS reviews and approves the payment report prior to sending to K<sup>12</sup> Shared Services which are then outsourced for check cutting, signing and mailing to the families designated on the approved listing.

### **Expense Reimbursement**

- The Ops Manager / Department Head reviews and approves all expense reports.
  - Ensure compliance with the School Board approved Travel and General Expenses policy, in accordance with federal or state requirements, if applicable.
  - Confirm completion of supporting documentation.
  - Send scanned and approved expense reports (summary page only) to K<sup>12</sup> Shared Services for check processing.
- Checks along with expense report and supporting documentation are sent back to the school. The HOS reviews and signs the checks. The Ops Manager / Department Head photocopies the signed checks and files them with their respective invoices.
- The HOS approves the Ops Manager / Department Head expense reports and the Regional Vice President approves the HOS expense reports.
- Refer to individual school expense policy for specific allowable expenses.

### **Expenditures - Restricted Funds**

#### *Authorization and Approval*

Expenditures for Restricted Funds follow the same policies for General Funds with the following exceptions:

- The HOS and Operations Manager/Department Head must pre-approve all Restricted Fund employee expenses.
- Purchase requisitions must be completed for all restricted fund purchases and other one-time purchases. All purchase requisitions must show the amount of the purchase, if known, or if not known an estimate must be made. Prior to approving grant expenditures, the HOS and Ops

Manager / Department Head must be certain that the expenditures are in accordance with federal or state requirements. Approvals must be secured.

- Prior to purchase. Quotes and/or other backup information must be attached to the purchase requisition. Items requiring purchase requisitions include but are not limited to the following: technology purchases such as computers, printers and software, fixed assets, furniture and equipment such as file cabinets, memberships and training or professional development costs.
- Compensation and any other payments for goods and services must not be paid in advance of receipt of goods or services
- For payments to be processed, there must be a fully itemized invoice, invoice must be approved and coded to the proper restricted fund by the appropriate person and matched to a purchase requisition (if required). Once approved, scanned copies of the documents must be sent to K12 Shared Services for payment (only for those schools that utilized the Shared Services Dept. for accounting / reporting purposes). All technology purchases must be approved by the Regional Technology Manager and either the HOS or Ops Manager / Department Head.
- All special education provider payments must be approved by the designated SPED Manager.
- All items (assets and inventory) purchased with restricted funds need to be tagged with an asset tag, tracked for physical location and inventoried annually. The tag must read "Purchased with XYZ funds for XXVA". Any item (asset or inventory) assigned to a student or teacher also needs to be tagged, tracked for physical location and inventoried annually
- Gift cards may not be purchased with restricted funds.

#### *Payment Processing*

- K<sup>12</sup> Shared Services generates all checks and records the payments within the Accounting Software.
- A manually signed invoice or invoice batch with electronic approval (with amount) is required before checks are cut for payment. If an invoice is presented for payment without proper approval or general ledger coding, it must be returned to the School.
- All scanned copies of checks with document support are saved in the individual school folders located on the K12 server.
- In the event of overpayment to a vendor, a refund or credit must be obtained and recorded as such.

#### **Fixed Assets - General**

The School is required to establish a fixed asset accounting system that will contain sufficient data to permit:

- The preparation of fiscal year-end financial statements in accordance with Generally Accepted Accounting Principles (GAAP)
- Adequate insurance coverage
- Control, accountability and security

### *Criteria for Fixed Asset Capitalization*

- The asset has a useful life of one (1) year or more
- The cost of the asset is greater than \$2,000.00

### *Valuation*

Fixed assets are to be valued at purchase cost.

Donated fixed assets shall be valued at the donor's estimated fair market value at the time of gifting.

### *Depreciation*

Assets will be depreciated using straight-line depreciation. Estimated life for fixed assets shall follow IRS guidelines.

### *Classification*

Fixed assets shall be classified as follows:

- Furniture - 7 years
- Equipment - 7 years
- Software – Amortized 3-5 years
- Structures and improvements – 15 years
- Land – Unlimited useful life
- Improvements other than buildings – 15 years

### *Information*

The following information shall be maintained for all fixed assets:

- Description
- Asset classification
- Location
- Purchase price
- Vendor
- Date purchased or leased
- Accumulated depreciation
- Method and reason of disposal, if applicable

### *Fixed Asset Disposal*

Any asset with a fair market value greater than or equal to \$5,000 must be approved by the board prior to retirement. Approval is required by the Ops Manager / Department Head and Head of School for assets purchased with a fair market value of less than \$5,000, prior to retirement. The Fixed Asset Inventory will then be updated to include reason for retirement and date of write-off.

Examples of reasons for retirement:

- Asset is damaged beyond repair.
- Asset is damaged and the cost to repair it exceeds the current fair market value.
- Asset is not able to support current technology needs.

Any impairment to Fixed Assets needs to be communicated to the Regional Technology Manager and/or HOS immediately in order to assess the impairment.

- Fixed assets that are deemed obsolete or beyond repair should be communicated to the SS Accountant prior to disposal.

*Physical Controls:*

- An annual inventory must be performed.
- Physical inventory must be performed for all capitalized items, as well as, all computers that do not meet the capitalization threshold.
  - The inventory is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset or inventory records.
  - Upon completion, the Ops Manager / Department Head must review and approve the results. Review includes a comparison of physical inventory to accounting records and fixed asset schedule.
  - Any discrepancies must be communicated to the HOS.
- Computer and software asset list must be submitted to the Regional Technology Manager for maintenance of IT equipment inventory to ensure continued supportability, license compliance and information security.
- All fixed assets are tagged with a School fixed asset tag.

*Tracking and Reconciliation*

- A fixed assets schedule is be maintained by the Ops Manager / Department Head according to the Fixed Asset Policy.
- The fixed asset schedule must be updated monthly to include new purchases, retirements or transfers of assets.
- The Ops Manager / Department Head must also reconcile the fixed asset schedule to the accounting records and submit to K12 Shared Services for review and confirmation.

### **Physical Assets Purchased with Restricted Funds**

- All items purchased with restricted funds need to be tracked and inventoried by the school. The information must be maintained in a secure environment (i.e. system or network) with restricted access.
- All items (assets and inventory) purchased with restricted funds need to be tagged with an asset tag, tracked for physical location and inventoried annually.
  - The tag must read “Purchased with XYZ funds for XXVA”.
  - Any item (asset or inventory) assigned to a student or teacher also needs to be tagged, tracked for physical location and inventoried annually
  - An annual inventory must be performed. The physical inventory must be performed for all restricted fund purchase to catalog for restricted fund audit purposes

Physical assets purchased with restricted funds meeting the following criteria must also follow the fixed asset policy in the previous section in addition to the criteria laid out above.

- All items the asset has a useful life of one (1) year or more
- The cost of the asset is greater than \$2,000.00

### **Tracking and Reconciliation**

- A restricted fund fixed asset schedule must be maintained by the SPED /Ops Manager / Department Head.
- The restricted fund schedule must be updated monthly to include new purchases, retirements and/or transfers of assets.
- The SPED/Ops Manager / Department Head must also reconcile the restricted fund schedule to the accounting records as part of the month-end financial reporting process

### **Accounting, Budgetary Control & Financial Closing**

- The Schools uses the accrual basis of accounting.
- Fund accounting is used to account for the financial activities of the School.
- Budgets are prepared annually by the K12 finance and the HOS based on estimates of revenues and expenses. The annual budget is reviewed and approved by the Board in accordance with the state law.

### **Month End Close Accounting Process**

- Inputs
  - School Payables

- Forecast Accruals
  - K12 Bills
  - Billing Accruals
- Month end journal entries and accruals
  - Payroll Related
  - Forecast Related
    - General Fund Revenue accruals
    - Revenue based Expenses – fees
      - Management Fees – K12
      - Technology Fees – K12
      - Oversight Fees – Sponsor
    - Expenses
      - Teacher Bonus
      - ISP
      - Rent/Insurance/Others
  - Amortization & Depreciation
    - Fixed Assets
    - Deferred Rent
    - Prepaid Expenses (Insurance, Legal, K12)
  - Restricted Funding Revenue Recognition
- Balance Sheet Reconciliations
  - Bank Account Reconciliations
    - Manual Checks
    - Credit Cards
  - K12 Prepaid Expenses
  - Prepaid Expenses
  - Other Receivables
  - Fixed Assets
  - Accounts Receivable
  - Deferred Revenue
  - Restricted Funds Analysis
  - Deferred Rent
  - Other Accrued Liabilities

- Accounts Payable
  - Unpaid K12 Invoice

#### *Monthly Financial Package*

- Comprised of:
  - Actuals in Budget Format
    - K12 accounting accounts mapped to Line Items
  - Bank Reconciliation
  - Transaction Detail by Account
  - Journal Entry Posting
- The monthly financial close is performed by K<sup>12</sup> Shared Services.
- K12 finance compiles the budget to actual report which is reviewed and approved by the HOS. If required, financials are provided to the Board of Trustees at each board meeting.
- Financial pack approvals are performed by the HOS and the approval is sent to K12 Shared Services within 30 days of financial pack release.

#### **Human Resources and Payroll**

##### *Processing New Hires*

- Contract /K12 offer letter signed and returned
- I-9 completed and verified within 72 hours of start date
- Employee handbook distributed for review and acknowledgement form signed
- Information provided about how to enroll in and/or access the following on or before their first day
  - Benefits (i.e. medical, dental, life, vision, disability)
  - Retirement plan
  - School SharePoint site / Added to school distribution lists
  - K12 / School email account with username and default password
  - SAMS account
  - TVS account
  - Blackboard Collaborate account
  - K12training.com account
  - OLS account
- Order equipment and have it shipped to home address of Employee
- Create Employee file



- Assignment and completion of Anti-harassment training (required every 1-2 years depending on the state)

#### *Processing Employee Changes for K12 Employees*

- For the following changes, Human Resources will create a change memo:
  - Transfer into different approved position or title correction
  - Salary increase or decrease for administrative staff (approvals are required).
  - Teacher salary changes based on FTE status (i.e. increase or decrease in hours, promotion to lead or master teacher). These changes require HOS, RVP and Finance approval.
    - Teacher includes, but is not limited to teacher, lead, master, paraprofessional, advisor, counselor, counselor tech, guidance counselor, department head, special education
  - and requires Finance approval
  - Employee receives memo, signs it and returns it to Human Resources to process changes.
- All new titles will require an approved job description.

#### *Processing Employee Changes for non-K12 Employees*

- For the following changes, create a change memo for Employee:
  - Transfer into different position or title within the same school
  - Salary increase or decrease
- Employee receives the change memo, signs it and returns it to Employee responsible for Employee File maintenance
- Complete appropriate changes in HR System (i.e. pay change, title change, supervisor change)
- Place memo in Employee File once changes are made in the HR System
- All new titles will require an approved job description

#### *Processing Terminations for K12 Employees*

##### *Voluntary*

- Manager receives resignation notice from employee, preferably in writing. (If verbal, manager must request employee send written notice and include effective date) and forwards to Human Resources immediately.
  - If employee has performance or conduct issues, Human Resources is engaged once coaching the employee has been exhausted. The progressive discipline process is then followed. If termination is an option, Human Resources will review the documentation prior to a decision. If the decision is made to terminate, Human Resources and the Manager will meet with employee to deliver the information. Then, the following steps are followed.

- Human Resources completes the termination process in HR system and completes the form to terminate access to K12's systems (i.e. Outlook).
- Auto-generated email sent to employee with exit interview survey (only for resignations).
- Information regarding employment ending with K12 is provided to terminating Employee (i.e. last paycheck, vacation, benefits)
- Human Resources determines if the employee received reimbursements under the Tuition Assistance Program during the current or previous calendar year and if a repayment is required.
- Equipment Return
  - ELT informs Human Resources of assets that employee has assigned to them (i.e. laptop, printer, monitor, phone, air-card) Labels sent for return of equipment
  - Materials return is managed locally by School
- If employee is not meeting expectations during the resignation notice period, manager and K12 Human Resources can change the effective date of the resignation. K12 Human Resources notifies Payroll of any effective date changes. The termination reason is changed to "involuntary resignation."

#### *Involuntary*

Termination can be immediate. K12 Human Resources works with the Manager on how to address performance or behavior issues with an employee.

Under the following situations, K12 Legal needs to review the termination request and documentation:

- Any employee who has requested an accommodation under the ADA
- Any person at the level of Vice President ( Assistant, Vice, Regional, Senior, Executive, etc.) or above
- Any person who has indicated they will retain a lawyer
- Any person who has indicated that they are being discriminated against
- Any person who claims to have been harassed on unlawful grounds ( e.g.-Sarbanes Oxley whistle blowing, race, gender, disability, national origin, religion )
- Any termination that HR believes warrants a legal review.

#### Steps for Termination of Involuntary Terminations

- Manager conducts the termination meeting with the employee and HRG. HRG will present Separation from K12 document and severance agreement if applicable.
- Follow termination process steps as outlined above.
- Work with Payroll to ensure that final checks are delivered to all employees on date of termination.

#### *Processing Terminations for non-K12 Employees*

- Manager receives resignation notice from employee, preferably in writing. (If verbal, manager must request employee send written notice and include effective date) and forwards to Human Resources immediately.
  - If employee has performance or conduct issues, Human Resources is engaged once coaching the employee has been exhausted. The progressive discipline process is then followed. If termination is an option, Human Resources will review the documentation prior to a decision. If the decision is made to terminate, Human Resources and the Manager will meet with employee to deliver the information. Then, the following steps are followed.
- Complete the termination process in Employee system of record and terminate access to all systems
- Information regarding employment ending with “School” is provided to terminating Employee(i.e. last paycheck, vacation, benefits)
- Equipment Return is managed by Supervisor and Regional Technology team. Labels are provided to Employee to ship “School” equipment and materials.
- If employee is not meeting expectations during the resignation notice period, manager and K12 Human Resources can change the effective date of the resignation. Human Resources notifies Payroll of any effective date changes. The termination reason is changed to “involuntary resignation.”

#### *Employee Files*

The following mandatory items are maintained in the employee’s file:

- All compliance related documents (i.e. fingerprint, background check, HQT, transcripts)
- Application of employment (if applicable)
- State / School specific documents (if applicable)
- Offer Letter / Teacher Contract
- Teacher Certificate(if applicable)
- Confidentiality Agreement (K12 only)
- Arbitration Agreement (K12 only)
- Inventions Owned document (K12 only)
- Non-Disclosure Agreement (K12 only)
- Handbook Acknowledgement form (signed within 30 days of employment)
- Any changes to compensation, bonuses, or promotions
- FMLA documentation
- ADA documentation
- Other documents to be placed in employee files, if available
  - Written Warnings/ Performance Improvement Plans/ Any supporting documentation

- Documentation provided by the employee to rebut a warning, Performance Improvement Plan or performance review
- Emergency Contact Info
- Performance Reviews
- Tuition Reimbursement applications and supporting documentation

### **Tax**

- School Finance reviews school contract to determine tax oversight/filing requirements by K12 for the organization. Consult K12 Legal if uncertain of terms and/or requirements.
- School Finance confirms and documents annually that school's Federal and/or state not for profit status is valid.
  - Federal check: <http://www.irs.gov/Charities-&-Non-Profits/> , EO Select Check.
  - A copy of the original IRS approval of the non-for-profit status is maintained in the organization's permanent tax files.
  - Some states have their own non-profit status and/or education exemptions. Finance Manager ensures the School has applied for and received the appropriate exemptions and maintains a copy of the status/exemptions in the School's permanent tax file. Consult K12 Tax ([tax@k12.com](mailto:tax@k12.com)) as needed for guidance.
- A calendar of tax form due dates is developed and the Finance Manager ensures tax forms are timely and accurately filed for the non-profit organization:
  - Federal:
    - Form 990 – To be filed annually by the 15<sup>th</sup> day of the 5<sup>th</sup> month following the close of the tax year. (A return for the June 30 year end would be due by November 15). Note that a 90 day extension can be filed on Form 8868 for an additional 90 days (final extended date for a June 30 year end would be February 15).
    - The School engages a CPA firm to prepare Form 990 if required. Review and ensure accuracy of figures presented on the form agree with audited financial statements for the school.
    - The Finance Manager leverages [www.stayexempt.irs.gov](http://www.stayexempt.irs.gov) for information and training on IRS requirements of a non-profit.
  - State:
    - Business license: Typically annual or bi-annual business licenses are required and can be at the state and/or local level. Confirm required filings and frequency.
    - Sales/use tax: Taxation of educational materials and services vary widely depending on state rules, type of organization and the item. Consult K12 Tax to determine sales/use tax filing requirements for your school.
  - Local:
    - Property tax is due at the local level and non-profits typically are not exempt from property tax. Finance Manager confirms the required property tax filings

requirements in the local jurisdiction. K12 engages an outside firm to prepare property tax return. Please consult K12 Tax if you wish to use this service for your school.

### **Information Technology**

The Information Technology policies established below are applicable to everyone (All employees, teachers, contractors and vendors must ensure compliance) accessing K12 systems or utilizing technology assets.

#### *Access to Systems*

- User provisioning / de-provisioning requirements.
  - Notification of termination or changes in roles must be communicated to K12Corporate Human Resources and the Regional Technology Manager on or before the termination for removal/ change of access. This includes all employees, co-employees (i.e., Insperity) and contractors).
  - Timely revocation of accounts must occur for all systems a terminated user has access to or as a role changes occur.
  - Documented approval of new user access must be obtained from the HOS.
- Laptops / workstations must be returned immediately to Regional Technology Manager upon staff termination.
- Semi-annual user appropriateness review, intended to validate appropriate user access and identify accounts that should be deactivated due to terminations and must be completed within two weeks of receiving request.
  - Review results must be approved by the HOS.

#### *Password Protection*

- All employees, teachers, contractors and vendors accessing K12 systems must adhere to the following password policy:
  - Minimum of 8 characters
  - 3 out of 4 complexity factors (uppercase, lowercase, special character and numbers)
  - Not consist of readily known information or common words
  - Changed every 90 days
  - Be concealed upon entry (not visible when typed into application)

- Not be shared
- Changed immediately if compromised

#### *Physical Security*

- Laptops must be secured via a cable lock or other similar device, while stationary devices will rely on physical / facility security measures
- Physical security will be applied to central computer installations, office environments and 3<sup>rd</sup> party hosted facilities.
  - Access is limited to required personnel through locked door or badged access

#### *Data Security*

- Appropriate encryption should be established for exchange of protected information.
  - Documents stored outside of protected systems ( i.e., flash drives and other media) must be secured with a password or encrypted
  - Personally identifiable information (i.e., social security numbers, credit cards, student information) should limited and generally not sent through a public domain e-mail system (i.e., Hotmail, Yahoo, Google)
- Virus protection must be applied on all computers and servers
  - Protection must be configured to run automatically
  - Virus definitions must be up to date.

#### *System Development and Changes*

- All system development (including hosted applications) must be performed in an environment separate from production and changes into production must be controlled, documented and approved.
  - Changes must be tested outside of the production environment and confirmed by system owner prior to implementation.
  - Changes deployed into production must be verified by the system owner with documented review approval.
- Default passwords for vendor provided applications are changed upon implementation.

**IDAHO TECHNICAL CAREER ACADEMY  
EXHIBIT 13**

**IDAHO COLLEGE AND CAREER READINESS ACADEMY  
dba IDAHO TECHNICAL CAREER ACADEMY**

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Report on Audited  
Basic  
Financial Statements  
and  
Additional Information

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For the Year Ended June 30, 2016

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Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy

Title Page

1965 S. Eagle Rd., Ste. 150  
Meridian, ID 83642

**Board of Trustees**

Kerry Wysocki	Chairman
Jim Moore	Vice Chairman
Mike Falconer	Secretary
Mark McCormack	Treasurer



## Millington Zwygart

CERTIFIED PUBLIC ACCOUNTANTS

1803 Ellis Ave, Caldwell, Idaho 83605  
PH: 208-459-4649 | FAX: 208-454-9091  
www.MZcpas.com

### Independent Auditor's Report

To the Board of Directors  
Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy  
Meridian, Idaho

#### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Idaho College and Career Readiness Academy dba Idaho Technical Career Academy (the Charter), as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements as listed in the table of contents.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### **Basis for Qualified Opinion on Governmental Activities**

Management has not performed the actuarial calculations for other post-employment benefits for the governmental activities and, accordingly, has not considered the Charter's other post-employment benefit liability. Accounting principles generally accepted in the United States of America require that a liability be recorded for other post-employment benefits, which would decrease net assets, increase liabilities, and increase expenses in the governmental activities. The amount by which this departure would affect net assets, liabilities, and expenses in the governmental activities is not reasonably determinable.

### **Qualified Opinion**

In our opinion, except for the effects of the matter described in the "Basis for Qualified Opinion on Governmental Activities" paragraph, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of Idaho College and Career Readiness Academy, as of June 30, 2016, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Unmodified Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund of Idaho College and Career Readiness Academy, as of June 30, 2016, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Other Matters**

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the budgetary comparison information, schedule of the Charter's proportionate share of the Net Pension Liability, and schedule of Charter contributions on pages 26 to 31 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or

provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the management's discussion and analysis that accounting principles generally accepted in the United State of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by this missing information.

#### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 10, 2016, on our consideration the Charter's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control over financial reporting and compliance.

*Millington Zwysart CPAs, PLLC*

October 10, 2016

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Statement of Net Position  
June 30, 2016

	<u>Governmental Activities</u>
<b>Assets</b>	
Cash and Cash Equivalents	\$ 70,494
Receivables, Net:	
Intergovernmental	54,799
Prepaid Items	10,659
Security Deposit	1,000
Capital Assets:	
Equipment, Net	<u>-</u>
Total Capital Assets	<u>-</u>
<b>Total Assets</b>	<u>136,952</u>
 <b>Deferred Outflows</b>	
Pension Related Items	<u>204,416</u>
<b>Total Deferred Outflows</b>	<u>204,416</u>
 <b>Liabilities</b>	
Accounts Payable	766
K12 Payable	79,702
Accrued Items	50,163
Long-Term Liabilities:	
Net Pension Liability	<u>67,095</u>
<b>Total Liabilities</b>	<u>197,726</u>
 <b>Deferred Inflows</b>	
Pension Related Items	<u>104,021</u>
<b>Total Deferred Inflows</b>	<u>104,021</u>
 <b>Net Position</b>	
Invested in Capital Assets, Net of Related Debt	-
Unrestricted (Deficit) Surplus	<u>39,621</u>
<b>Total Net Position</b>	<u>\$ 39,621</u>

The accompanying notes are an integral  
part of the financial statements.

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Statement of Activities  
For the Year Ended June 30, 2016

	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position - Governmental Activities
		Charges for Services and Sales	Operating Grants and Contributions	Capital Grants and Contributions	
<b>Primary Government:</b>					
Governmental Activities:					
Instruction	\$ 287,775	\$ -	\$ 7,020	\$ -	\$ (280,755)
Support Services	273,061	-	-	-	(273,061)
<b>Total Governmental Activities</b>	<b>\$ 560,836</b>	<b>\$ -</b>	<b>\$ 7,020</b>	<b>\$ -</b>	<b>(553,816)</b>
General Revenues:					
State Sources					554,205
Other					7,865
Total General Revenues and Special Items					562,070
Change in Net Position					8,254
Net Position, Beginning of Year					31,367
Net Position, End of Year					\$ 39,621

The accompanying notes are an integral  
part of the financial statements.

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Balance Sheet -  
Governmental Funds  
June 30, 2016

	General	Title IV-B	Substance Abuse	Total Governmental Funds
<b>Assets</b>				
Cash and Cash Equivalents	\$ 70,494	\$ -	\$ -	\$ 70,494
Receivables, Net:				
Intergovernmental	54,799	-	-	54,799
Prepaid Items	10,659	-	-	10,659
Security Deposit	1,000	-	-	1,000
Total Assets	<u>\$ 136,952</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 136,952</u>
<b>Liabilities and Fund Balances</b>				
Liabilities:				
Accounts Payable	\$ 766	\$ -	\$ -	\$ 766
K12 Payable	79,702	-	-	79,702
Accrued Items	50,163	-	-	50,163
Total Liabilities	<u>130,631</u>	<u>-</u>	<u>-</u>	<u>130,631</u>
Fund Balances:				
Nonspendable	11,659	-	-	11,659
Restricted	-	-	-	-
Unassigned	(5,338)	-	-	(5,338)
Total Fund Balances	<u>6,321</u>	<u>-</u>	<u>-</u>	<u>6,321</u>
Total Liabilities and Fund Balances	<u>\$ 136,952</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 136,952</u>

The accompanying notes are an integral  
part of the financial statements.



**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Reconciliation of the Balance Sheet of the Governmental Funds  
to the Statement of Net Position  
June 30, 2016

Total Fund Balances - Governmental Funds	\$	6,321
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Amounts reported for governmental activities in the Statement of Net Position are different because of the following:

The District participates in the Public Employer Retirement System of Idaho, which is a cost-sharing plan. As a participant they are required to report their share of the Net Pension Liability and the related deferred inflows and outflows on their Statement of Net Position.

Net Pension Liability	\$ (67,095)		
Pension Related Deferred Inflows	(104,021)		
Pension Related Deferred Outflows	<u>204,416</u>		
Total Pension Related Items		<u>33,300</u>	
Total Net Position-Governmental Activities	<u>\$</u>	<u>39,621</u>	

The accompanying notes are an integral  
part of the financial statements.

**Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy**  
Statement of Revenues, Expenditures, and  
Changes in Fund Balances -  
Governmental Funds  
For the Year Ended June 30, 2016

	General	Title IV-B	Substance Abuse	Total Governmental Funds
<b>Revenues</b>				
State Sources	\$ 551,607	\$ -	\$ 2,598	\$ 554,205
Grants and Contributions	-	7,020	-	7,020
Other	7,865	-	-	7,865
Total Revenues	<u>559,472</u>	<u>7,020</u>	<u>2,598</u>	<u>569,090</u>
<b>Expenditures</b>				
Current:				
Instruction	289,009	7,020	2,598	298,627
Support Services	<u>270,463</u>	-	-	<u>270,463</u>
Total Expenditures	<u>559,472</u>	<u>7,020</u>	<u>2,598</u>	<u>569,090</u>
Net Change in Fund Balances	-	-	-	-
Fund Balances - Beginning	6,321	-	-	6,321
Fund Balances - Ending	<u>\$ 6,321</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 6,321</u>

The accompanying notes are an integral  
part of the financial statements.

**Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy**  
Reconciliation of the Statement of Revenues,  
Expenditures, and Changes in Fund Balances of the  
Governmental Funds to the Statement of Activities  
For the Year Ended June 30,2016

Total Net Change in Fund Balance - Governmental Funds	\$	-
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Amounts reported for governmental activities in the Statement of Activities are different because of the following:

The District participates in the Public Employer Retirement System of Idaho, which is a cost-sharing plan. As a participant they are required to report their share of the Net Pension Liability and the related deferred inflows and outflows on their Statement of net Position. The changes in the Net Pension Liability and the related deferred inflows and outflows does not affect the governmental funds, but are reported in the Statement of Activities.

Change in Net Position of Governmental Activities	\$	<u>8,254</u>
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The accompanying notes are an integral  
part of the financial statements.

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

- Reporting Entity

The accompanying financial statements present the activities of Idaho College and Career Readiness Academy (the Charter). The Charter receives funding from local, state, and federal government sources and must comply with all of the requirements of these funding source entities. However, the Charter is not included in any other governmental reporting entity as defined by generally accepted accounting principles. Board members are volunteers and have decision-making authority, the power to designate management, the ability to significantly influence operations, and the primary accountability for fiscal matters. In addition, the Charter's reporting entity does not contain any component units as defined by the Governmental Accounting Standards Board.

- Basis of Presentation, Basis of Accounting

Basis of Presentation

*Government-wide Statements:* The Statement of Net Position and the Statement of Activities display information about the financial activities of the Charter. Eliminations have been made to minimize the double counting of internal activities. Governmental activities generally are financed through intergovernmental revenues and other nonexchange transactions.

The Statement of Activities presents a comparison between direct expenses and program revenues for each function of the Charter's governmental activities.

- Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function.
- Indirect expenses—expenses of the general government related to the administration and support of the Charter's programs, such as personnel and accounting (but not interest on long-term debt)—are allocated to programs based on their percentage of total primary government expenses. Interest expenses are allocated to the programs that manage the capital assets financed with long-term debt.
- Program revenues include (a) charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all state formula aid, are presented as general revenues.

**Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

*Fund Financial Statements:* The fund financial statements provide information about the Charter's funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. If there are any remaining governmental funds, they are aggregated and reported as nonmajor funds.

The Charter reports the following major governmental funds:

- *General fund.* This is the Charter's primary operating fund. It accounts for all financial resources of the Charter, except those required to be accounted for in another fund.
- *Title IV-B.* This fund is to account for the financial resources received from Title IV-B funds.
- *Substance Abuse.* This fund is to account for resources received from the State of Idaho for substance abuse training.

Basis of Accounting

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the Charter receives value without directly giving equal value in return, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The Charter considers all revenues reported in the governmental funds to be available if they are collected within sixty days after year-end. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, and claims and judgments, which are recognized as expenditures to the extent they have matured.

General capital asset acquisitions are reported as expenditures in governmental funds. Transfers, proceeds of general long-term liabilities, and acquisitions under capital leases are reported under other financing sources and uses.

Fund Balance Reporting and Governmental Funds

Different measurement focuses and bases of accounting are used in the government-wide Statement of Net Position and in the governmental fund Balance Sheet.

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The Charter uses the following fund balance categories in the governmental fund Balance Sheet:

- *Nonspendable.* Balances, for example, in permanent funds, prepaid expenditures, security deposits, and inventories that are permanently precluded from conversion to cash.
- *Restricted.* Balances constrained to a specific purpose by enabling legislation, external parties, or constitutional provisions.
- *Unassigned.* Balances available for any purpose.

The remaining fund balance classifications (committed and assigned) are either not applicable or no formal policy has yet been established to be able to utilize such classifications of fund balance. However, if there had been committed funds, these amounts would have been decided by the Board of Directors, the Charter's highest level of decision making authority, through a formal action. The Board of Directors would also have the authority to assign funds or authorize another official to do so.

Under the terms of grant agreements, the Charter funds certain programs by a combination of specific cost-reimbursement grants, categorical block grants, and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net position or fund balance available to finance the program. When both restricted and unrestricted resources are available for use, it is the Charter's intent to use restricted resources first, then unrestricted resources as they are needed.

There is also no formal policy regarding the use of committed, assigned, or unassigned fund balances. However, it is the Charter's intent that when an expenditure is incurred for purposes for which amounts in any of the unrestricted classifications of fund balance could be used, the Charter considers committed amounts to be reduced first, followed by assigned amounts, and then unassigned amounts.

All special revenue funds are restricted by private outside parties, the federal government, or the State of Idaho and must be spent according to the stipulations of the private outside party or the corresponding federal or state program.

Assets and Liabilities

Cash Equivalents

The Charter requires all cash belonging to the Charter to be placed in custody of the

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Cash Equivalents (continued)

Clerk/Business Manager. A "Pooled Cash" concept is therefore used in maintaining the cash and investment accounts in the accounting records. Under this method, all cash is pooled for investment purposes and each fund has equity in the pooled amount. The Charter considers all highly liquid investments with an original maturity date of three months or less to be cash equivalents. See Note 2.

Receivables

All trade and intergovernmental receivables are shown net of an allowance for uncollectibles. The Charter believes all receivables are collectible, thus no allowance has been established.

Capital Assets

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost. Contributed assets are reported at estimated fair value at the time received.

Capitalization thresholds (the dollar value above which asset acquisitions are added to the capital asset accounts), depreciation methods, and estimated useful lives of capital assets reported in the government-wide statements are shown below.

	<u>Capitalization Policy</u>	<u>Depreciation Method</u>	<u>Estimated Useful Life</u>
Equipment	\$ 1,500	Straight-line	2-10 years

An exception to the capitalization threshold includes assets acquired with debt. All of these assets are to be capitalized, regardless of cost.

Depreciation is used to allocate the actual or estimated historical cost of all capital assets over their estimated useful lives.

The Charter has no infrastructure to report.

Compensated Absences

The Charter provides sick leave and personal leave to the full-time certified employees. The estimated amount of compensation for further amounts is believed to be immaterial and accordingly no liability has been recorded.

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Accounts Payable

Accounts payable represent debts that will be paid in the next billing cycle. Accounts payable are not over 60 days past due.

Pensions

For purposes of measuring the net pension liability and pension expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (Base Plan) and additions to/deductions from Base Plan's fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

2. CASH

Deposits

As of June 30, 2016, the carrying amount of the Charter's deposits was \$70,494 and the respective bank balances totaled \$72,623. All of the total bank balance was insured or collateralized with pooled securities held by the pledging institution in the name of the Charter.

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the Charter's deposits may not be returned. As of June 30, 2016, all of the Charter's deposits were covered by federal depository insurance or by collateral held by the Charter's agent or pledging financial institution's trust department or agent in the name of the Charter, and thus were not exposed to custodial credit risk. The Charter does not have a formal policy limiting its exposure to custodial credit risk.



**Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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2. CASH (continued)

Investments

The Charter voluntarily participates in the State of Idaho Investment Pool, which does not have a credit rating. The Pool is not registered with the Securities and Exchange Commission or any other regulatory body. Oversight of the Pool is with the State Treasurer and Idaho Code defines allowable investments. The fair value of the Charter's investment in the Pool is the same as the value of Pool shares.

The Charter follows Idaho Statute that outlines qualifying investment options as follows:

Idaho Code authorizes the Charter to invest any available funds in obligations issued or guaranteed by the United States Treasury, the State of Idaho, local Idaho municipalities and taxing districts, the Farm Credit System, or Idaho public corporations, as well as time deposit accounts and repurchase agreements.

However, the Charter did not have any investments as of June 30, 2016.

At year-end, the cash accounts were reported in the basic financial statements in the following categories:

	Governmental Activities
Cash and cash equivalents	<u>\$ 70,494</u>

3. CONTINGENT LIABILITIES

Amounts received or receivable from grantor agencies are subject to audit and adjustment. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the Charter expects such amounts, if any, to be immaterial.

4. RISK MANAGEMENT

The Charter is exposed to a considerable number of risks of loss including, but not limited to, a) damage to and loss of property and contents, b) employee torts, c) professional liabilities, i.e. errors and omissions, d) environmental damage, and e) worker's compensation, i.e. employee injuries. Commercial insurance policies are purchased to transfer the risk of loss for property and content damage, employee torts, and professional liabilities.

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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5. RELATED PARTIES

The Charter has contracted with the Virginia based company K12 Inc., to provide all educational materials as well as school administrative and technical services. Educational materials include online curriculum, class textbooks, workbooks, and supplies, teaching materials, and computers for students and teachers. School administrators, including financial personnel, are employed by K12 Inc. The administration reports to an independent Charter Board of Directors. K12 Inc. charges a service fee for administrative and technical services. This fee is based upon a percentage of revenues. The current rates are 15% for administration and 7% for technical services for a total of 22%.

Upon the service agreement, currently in effect, between K12 Inc. and the Charter, K12 Inc. has committed to provide credits (balanced budget credits) to be applied to K12 Inc. invoices up to the amount necessary to assure the Charter does not end a fiscal year with an accumulated deficit. During the fiscal year ended June 30, 2016, K12 Inc. provided balanced budget credits amounting to \$ 397,336 against amounts due to it as well as advances to cover other Charter expenses. The amounts were treated as a reduction of expenses for financial reporting purposes.

The amount paid by the Charter for education materials, computers, online curriculum and administrative and technical services for the year ended June 30, 2016, was \$0 (net of the balanced budget credits). The amount owed to K12, Inc. as of June 30, 2016 is \$79,702.

6. LEASE COMMITMENTS

Operating Leases

The Charter has operating leases for one copier. None of the leases allow any subletting or assignments without prior written consent from the lessor. All leases require monthly payments. The Charter leases a building on a year-to-year contract as well.

Future minimum lease payments are as follows:

Year Ended June 30,	Amount
2017	\$ 4,042

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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6. LEASE COMMITMENTS (continued)

The Charter also leases student computers from K12, Inc., a related party, on a yearly basis and amounts vary from year-to-year due to student enrollment, amounts K12, Inc, choose to write-off, and other factors. Rent/lease expenditures for the year ended June 30, 2016, were \$51,840.

7. OTHER COMMITMENTS

The Charter maintain a credit card with a limit totaling \$2,500. As of June 30, 2016, \$766 of the available credit was in use.

8. INTERGOVERNMENTAL RECEIVABLES

Amounts due from other governments consist of \$54,799, as a reimbursement from the State of Idaho for school.

9. PENSION PLAN

*Plan Description*

Idaho College and Career Readiness Academy contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at [www.persi.idaho.gov](http://www.persi.idaho.gov).

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Employee membership data related to the PERSI Base Plan, as of June 30, 2016 was as follows:

Retirees and beneficiaries currently receiving benefits	42,657
Terminated employees entitled to but not yet receiving benefits	11,859
Active plan members	67,008
	<u>121,524</u>

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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9. PENSION PLAN (continued)

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

*Member and Employer Contributions*

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation and earnings from investments. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) if current rates are actuarially determined to be inadequate or in excess to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate. As of June 30, 2015 it was 6.79%. The employer contribution rate is set by the Retirement Board and was 11.32% of covered compensation. Idaho College and Career Readiness Academy's contributions were \$28,983 the year ended June 30, 2016.

*Pension Liabilities, Pension Expense (Revenue), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2016, Idaho College and Career Readiness Academy reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of July 1, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date Idaho College and Career Readiness Academy's proportion of the net pension liability was based on Idaho College and Career Readiness Academy's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI

Base Plan employers. At July 1, 2015, Idaho College and Career Readiness Academy's proportion was 0.0078993 percent. Idaho College and Career Readiness Academy began participating in PESI after July 1, 2014.

**Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

9. PENSION PLAN (continued)

For the year ended June 30, 2016, Idaho College and Career Readiness Academy recognized pension expense/(revenue) of \$20,729. At June 30, 2016, Idaho College and Career Readiness Academy reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<b>Deferred Outflows of Resources</b>	<b>Deferred Inflows of Resources</b>
Differences between expected and actual	\$ -	\$ 12,470
Changes in assumptions or other inputs	3,788	-
Net difference between projected and actual earnings on pension plan investments	38,283	54,625
Changes in the employer's proportion and differences between the employer's contributions and the employer's proportionate contributions.	133,363	-
Idaho College and Career Readiness Academy's contributions subsequent to the measurement date	28,983	-

\$28,983 reported as deferred outflows of resources related to pensions resulting from Employer contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2016.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2014, the beginning of the measurement period ended June 30, 2015, is 5.6 years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense (revenue) as follows:

<b>For the Year Ended June 30:</b>	<b>PERSI</b>
2017	\$ (34,918)
2018	(34,918)
2018	(34,918)
2019	(16,503)
2020	(25,006)
There After	(12,124)

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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9. PENSION PLAN (continued)

*Actuarial Assumptions*

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the July 1, 2014 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.25%
Salary increases	4.5 – 10.25%
Salary inflation	3.75%
Investment rate of return	7.10%, net of investment expense
Cost-of-living	1%

Mortality rates were based on the RP – 2000 combined table for healthy males or females as appropriate with the following offsets:

1. Set back 3 years for teachers
2. No offset for male fire and police
3. Forward one year for female fire and police
4. Set back one year for all general employees and all beneficiaries

An experience study was performed in 2012 for the period July 1, 2007 through June 30, 2011 which reviewed all economic and demographic assumptions other than mortality. Mortality and all economic assumptions were studied in 2014 for the period from July 1, 2009 through June 30, 2013. The Total Pension Liability as of June 30, 2014 is based on the results of an actuarial valuation date of July 1, 2015.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions.

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

9. PENSION PLAN (continued)

Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of January 1, 2014.

Asset Class	Index	Target Allocation	Long-Term Expected Real Rate of Return
Core Fixed Income	Barclays Aggregate	30.00%	0.80%
Broad US Equities	Russell 3000	55.00%	6.90%
Developed Foreign Equities	MSCI ACWI ex USA	15.00%	7.55%
Assumed Inflation - Mean			3.25%
Assumed Inflation - Standard Deviation			2.00%
Portfolio Arithmetic Mean Return			8.42%
Portfolio Long-Term Expected Geometric Rate of Return			7.50%
Assumed Investment Expenses			0.40%
<b>Long-Term Expected Geometric Rate of Return, Net of Investment Expenses</b>			<b>7.10%</b>

*Discount Rate*

The discount rate used to measure the total pension liability was 7.10%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for pension plan administrative expense.

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Financial Statements  
For the Year Ended June 30, 2016

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9. PENSION PLAN (continued)

*Sensitivity of the Employer's proportionate share of the net pension liability to changes in the discount rate.*

The following presents the Employer's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the Employer's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease	Current Discount Rate	1% Increase
Employer's proportionate share of the net pension liability (asset)	\$ 253,357	\$ 104,021	\$ (20,132)



***REQUIRED SUPPLEMENTARY INFORMATION***

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
 Budgetary (GAAP Basis) Comparison Schedule  
 General  
 For the Year Ended June 30,2016

	Budgeted Amounts			
	Original	Final	Actual	Variance
<b>Revenues</b>				
State Sources	\$ 439,272	\$ 439,272	\$ 551,607	\$ 112,335
Grants and Contributions	-	-	-	-
Earnings on Investment	-	-	-	-
Other	53,417	53,417	7,865	(45,552)
Total Revenues	<u>492,689</u>	<u>492,689</u>	<u>559,472</u>	<u>66,783</u>
<b>Expenditures</b>				
Current:				
Instruction	292,887	292,887	289,009	3,878
Support Services	199,802	199,802	270,463	(70,661)
Capital Outlay	-	-	-	-
Total Expenditures	<u>492,689</u>	<u>492,689</u>	<u>559,472</u>	<u>(66,783)</u>
Net Change in Fund Balances	-	-	-	-
Fund Balances - Beginning	-	-	6,321	6,321
Fund Balances - Ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 6,321</u>	<u>\$ 6,321</u>

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
 Budgetary (GAAP Basis) Comparison Schedule  
 Title IV-B  
 For the Year Ended June 30,2016

	Budgeted Amounts			
	Original	Final	Actual	Variance
<b>Revenues</b>				
State Sources	\$ -	\$ -	\$ -	\$ -
Grants and Contributions	10,000	7,020	7,020	-
Earnings on Investment	-	-	-	-
Other	-	-	-	-
Total Revenues	10,000	7,020	7,020	-
<b>Expenditures</b>				
Current:				
Instruction	10,000	7,020	7,020	-
Support Services	-	-	-	-
Capital Outlay	-	-	-	-
Total Expenditures	10,000	7,020	7,020	-
Net Change in Fund Balances	-	-	-	-
Fund Balances - Beginning	-	-	-	-
Fund Balances - Ending	\$ -	\$ -	\$ -	\$ -

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
 Budgetary (GAAP Basis) Comparison Schedule  
 Substance Abuse  
 For the Year Ended June 30,2016

	Budgeted Amounts			
	Original	Final	Actual	Variance
<b>Revenues</b>				
State Sources	\$ -	\$ -	\$ 2,598	\$ 2,598
Grants and Contributions	-	-	-	-
Earnings on Investment	-	-	-	-
Other	-	-	-	-
Total Revenues	-	-	2,598	2,598
<b>Expenditures</b>				
Current:				
Instruction	-	-	2,598	(2,598)
Support Services	-	-	-	-
Capital Outlay	-	-	-	-
Total Expenditures	-	-	2,598	(2,598)
Net Change in Fund Balances	-	-	-	-
Fund Balances - Beginning	-	-	-	-
Fund Balances - Ending	\$ -	\$ -	\$ -	\$ -

**Idaho College and Career Readiness Academy**  
**dba Idaho Technical Career Academy**  
Notes to Required Supplementary Information  
For the Year Ended June 30, 2016

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1. BUDGETS AND BUDGETARY ACCOUNTING

The Charter follows these procedures in establishing the budgetary data reflected in the financial statements in future years:

- A. Prior to June 1, the Executive Director and the Board of Directors prepare a proposed operating budget for the fiscal year commencing the following July 1. The operating budget includes proposed expenditures and the means of financing them.
- B. Public hearings are conducted to obtain taxpayer comments.
- C. Prior to July 1, the budget is legally enacted through passage at a board meeting.
- D. Formal budgetary integration is employed as a management control device during the year for all the funds.
- E. Budgets for the governmental funds are adopted on a basis consistent with generally accepted accounting principles (GAAP).
- F. Budgeted amounts are as originally adopted, or amended by the Board of Directors.

**Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy**  
Schedule of the Charter's Proportionate Share of the  
Net Pension Liability

Public Employees Retirement System of Idaho

Last 10 - Fiscal Years\*

	<u>2016</u>	<u>2015</u>
Charter's proportion of the net pension liability (asset)	0.0078993%	0.0000000%
Charter's proportionate share of the net pension liability (asset)	\$ 104,021	\$ -
Charter's covered-employee payroll	\$ 256,032	\$ 221,258
Charter's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	40.63%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	91.38%	94.95%

\* GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10-year trend is compiled, Idaho College and Career Readiness Academy will present information for those years for which information is available.

Data reported is measured as of July 01, 2015

**Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy**  
Schedule of Charter Contributions

Public Employees Retirement System of Idaho

Last 10 - Fiscal Years\*

	<u>2016</u>	<u>2015</u>
Contractually required contributions	\$ 28,983	\$ 25,046
Contributions in relation to the contractually required contribution	<u>28,983</u>	<u>25,046</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
Charter's covered-employee payroll	\$ 256,032	\$ 221,258
Contributions as a percentage of covered-employee payroll	11.32%	11.32%

\* GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10-year trend is compiled, Idaho College and Career Readiness Academy will present information for those years for which information is available.

Data reported is measured as of June 30,2016

## ***FEDERAL REPORTS***





**Millington Zwygart**  
CERTIFIED PUBLIC ACCOUNTANTS

1803 Ellis Ave, Caldwell, Idaho 83605  
PH: 208-459-4649 | FAX: 208-454-9091  
www.MZcpas.com

**Independent Auditor's Report on Internal Control Over Financial Reporting and on  
Compliance and Other Matters Based on an Audit of Financial Statements  
Performed in Accordance with *Government Auditing Standards***

To the Board of Directors  
Idaho College and Career Readiness Academy  
dba Idaho Technical Career Academy  
Meridian, Idaho

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Idaho College and Career Readiness Academy dba Idaho Technical Career Academy (the Charter) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements and have issued our report thereon dated October 10, 2016.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Millington Zwysart CPAs, PLLC*

October 10, 2016

# Idaho College and Career Readiness Academy

Pre-Renewal Site Visit

Evaluation Report

*Visit Date: October 17, 2016*

Idaho Public Charter School Commission

IDAHO COLLEGE AND CAREER READINESS ACADEMY PRE-RENEWAL SITE VISIT REPORT

**Charter School**

Idaho College and Career Readiness Academy  
1965 E. Eagle Road, Suite 150  
Meridian, ID 83642  
208.917.2420  
Monti Pittman Head of School

**Authorizer**

Idaho Public Charter School Commission  
(208) 332-1561  
[www.chartercommission.idaho.gov](http://www.chartercommission.idaho.gov)  
Tamara Baysinger, Director  
Alan Reed, Chairman

**Evaluators**

Dr. Sherawn Reberry Director of Education Programs, Idaho Digital Learning  
Kirsten Pochop, PhD PCSC Program Manager

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## PURPOSE OF EVALUATION

Idaho Code §33-5209B states that following an initial three-year term, a charter may be renewed for successive five-year terms of operation. Idaho College and Career Readiness Academy (also known as Idaho Technical Career Academy) will be considered for renewal during the spring of 2017. The purpose of the site visit is to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

Evaluation of Idaho College and Career Readiness Academy is based on the school's performance relative to 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the PCSC as a condition of charter authorization. These additional requirements are described in the performance certificate and framework.

In order to evaluate the school's performance, the site evaluators applied a rubric (developed by PCSC staff based on national best practices) to assess Idaho College and Career Readiness Academy. Indicators were established to provide more specificity regarding quality expectations. Using the descriptions, the evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the expectations. Each rating was based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

The school has been provided with a copy of this report and may respond with clarifications of any data inaccuracies by December 15, 2016.

## INTRODUCTION

Idaho College and Career Readiness Academy (IDCCRA) is a statewide virtual public charter school intended to provide career-technical education to high school students. The charter states that IDCCRA students will participate in one of four career-technical pathways (manufacturing, web design, business and marketing, or health) and be equipped with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the workforce. IDCCRA anticipated that its student body would include geographically dispersed students who were academically deficient, at-risk, and underserved.

The charter includes the following commitments:

- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

Although the standards detailed in the performance certificate supplant those in the charter, these commitments represent the nature and anticipated effectiveness of the school promised by its founding group.

The petition for IDCCRA was approved by the PCSC in October 2013, contingent upon additional revisions to bring the document up to the established standard. Petition approval became final in November 2013, at which time all revisions were either completed satisfactorily or irrelevant under the circumstances of approval. The school opened in fall 2014.

## MISSION

IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

**MISSION AND KEY DESIGN ELEMENTS**

**Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?**

**Rating:** Approaches

**Evidence:** Interviews with Administration, Board, and Staff

**Detail:** The administrative team, board and teachers understand the mission of the school as an online career technical high school. The school is working toward implementation of its mission; however, representatives explained that they offer only two approved CTE programs, Business and Marketing and Web Development.

The school is built on four commitments:

- Students will be proficient in core academic areas
- Students will achieve career-technical occupational proficiency based on industry standards
- The school will provide online instruction in core and technical areas, and
- Students will achieve academic growth as necessary to reach proficiency, and the school will provide instructional supports.

During the course of the visit, stakeholders mentioned each of the commitments. However, there was a sense that the board and administrative team are more concerned about growing a new program in agriculture rather than focusing on and ensuring that the four pathways described in the charter are being implemented. There was discussion of attempting to gain certification for the health care program, but no discussion of pursuing the manufacturing pathway due to lack of student interest. Although there was a graduation this past spring, no students have earned technical certificates, which is the central focus the charter.

**Response:**

As stated above in the detailed response, stakeholders spoke to each of the commitments in the rubric.

Based on our reading of the rubric and the evidence provided in the Notes, we recommend our rating be Meets Expectations.

**Commented [A1]:** •Charter does not require that programs be certified. The intent is to have the programs certified as they grow and meet the state CTE certification requirements.

•The state does not require that CTE programs be certified. Programs in districts become certified to receive state Added Cost Reimbursement funds.

•The state does not require HQT teachers to teach CTE courses. All of our teachers have appropriate CTE certifications.

•We were able to meet the requirements for certification for Business and Marketing and Web Development by combining pathways as a result of course assignments per teacher certification associated with the Titles, Codes, and Descriptions.

**Commented [A2]:** •The exercise that we are going through to offer programs that meet that needs of Idaho industry, but are also of interest to our students, is not unlike the exploration that other districts in Idaho go through to maintain viability of their programs. Exploration in an agricultural pathway is based on demand expressed by students and districts. Manufacturing is not a popular pathway and typically has low enrollment nationally. We included manufacturing as a pathway to support the manufacturing industry in Idaho. Since we have not been able to generate an interest in the manufacturing pathway, we are exploring other pathways that would be of greater interest to the students and that also support industry in Idaho.

**Commented [A3]:** •In order for a student to be a completer, they have to complete a full 3 year sequence in a CTE pathway. The first year course in our program is an exploratory course that is not a part of the 3 year sequence. At this point, students that have been here since the beginning are only in their second year of an occupational sequence.

•The charter does not speak to a student graduating with a technical certificate. Our intent is to provide the skills necessary for students to have an occupational understanding of one of the pathways if they participate for the entire sequence. There are industry certification tests available that the state will pay for under the Advanced Opportunities program that the students are eligible to take if they have completed the sequence and done well in their studies.

•Page 65, Tab 9 in the charter speaks to 'Our students will graduate with the foundational skills required to be successful in pursuing post-secondary or occupational certifications.'



**To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?**

**Rating:** Approaches

**Evidence:** Interviews with Administration, Board, and Staff

**Detail:** IDCCRA has implemented an advisory program for its students. Each student has an advisor who is tasked with helping to improve academic outcomes and provide students with an adult with whom he or she can connect, beyond his or her regular teachers. The advisor is not meant to take the place of the content teachers. However, it seemed that the advisory teachers may have more contact with students than the content teachers.

Within the current school year, IDCCRA implemented a FAST team to assist struggling students. Students qualify for FAST when they stop meeting their academic obligations, perhaps failing to log in for required lessons and/or failing to complete assignments. The FAST team offers different levels of academic/ study skills support.

Other instructional practices directed toward struggling students included requiring students to participate in an additional, live session of a course or watch an archived classroom session. Students who fall behind or who are not meeting expectations are required to attend a second live session during the week. The teachers indicated that each course has differentiation built into the course. Dependent upon how the student scores on a pre-assessment, the teacher will provide the student with one of two paths to work through the curriculum.

**Response:**

What is the material concern with this indicator? Based on our reading of the rubric, we recommend our rating be Meets Expectations.

**Commented [A4]:** •Page 18 and 19 in Tab 3 of the charter speaks to the role of the advisory teacher. Advisory teachers are students' first point of contact for overall school needs. It is the advisory teacher's role to establish a relationship with the family to create a sense of community with the school.  
•According to ITCA Teacher Expectations, the advisory teachers are required to call each student in their advisory once a week at minimum. The teachers may speak to the families more in a week and the families are welcome to call the advisory teacher anytime.

Students are required to attend class each week with each content teacher. Students identified with additional academic needs are required to attend additional classes for targeted remediation. Content teachers also hold weekly live help sessions for the students to drop in to get help with questions. Students are encouraged and do contact teachers with questions.

**Commented [A5]:** See Exhibit 1

**PROGRAM DELIVERY: CURRICULUM**

**Does the school's curriculum provide the opportunity for academic success for all students?**

**Rating:** Approaches

**Evidence:** Interviews with Administration, Staff

**Detail:** The school is utilizing curricular materials that are purchased through a provider. There was no evidence of a scope and sequence document per se, other than the ability for students to progress through the different units / lessons before moving to the next course in the assigned program of study.

The curriculum is set and teachers indicated that differentiation takes place through the curriculum itself, because there are two different levels for each course. Students take a pre-test at the beginning of each course to determine their skill levels. Teachers and the administrator mentioned that the purchased curriculum is going through an alignment to the Idaho Standards. This alignment will be completed in 4 to 5 years. However, the teachers are allowed to add materials for students in an enhanced mode, as well as exempt assignments. Teachers mentioned that they remove items (i.e. lessons, assignments, assessments, etc.) from the curriculum when they know they will not have time to teach the information. Teachers can replace what they remove with other items. The concern here is that there was no mention of oversight from the administration to ensure that standards are being met with the removal and addition of items.

The curriculum shown was all at the same reading level and would be difficult for low learners to access.

**Response:**

K12 curriculum is has been vetted through the AdvancED accreditation process - <http://www.k12.com/k12-education/accreditation.html> . Additional evidence can be provided if needed.

Based on our reading of the rubric, we recommend our rating be Meets Expectations.

**Commented [A6]:** The ITCA Pass Rate increased 3 percentage points between SY14-15 and SY15-16.

**Commented [A7]:** •Scope and sequence documents are included. See Exhibit 2 and 3.  
•Examples of ISAT related maps for math and English are included in Exhibit 3. Examples for all content courses can be provided  
•Examples of CTE aligned content is included in Exhibit 4. More specific details can be provided.

**Commented [A8]:** •There must have been a misunderstanding when this question was posed. Scope and sequence documents are included in Exhibit 2.

**Commented [A9]:** •Teachers utilize curriculum maps and alignments to ensure that all Idaho standards are covered. See Exhibit 3.

**Commented [A10]:** •The curriculum is high school level curriculum. As in any high school, the teachers differentiate based on student needs.  
•The Summit math and English curriculum also has the differentiated learning pathways.

**Does the school provide clear, appropriate, and skilled delivery of curriculum content?****Rating:** Approaches**Evidence:** Interviews with Administration, Staff

**Detail:** Teachers deliver lessons aligned to clear objectives outlined in the K12 curriculum. In addition, teachers have the opportunity to further articulate the objectives through their announcements, live sessions and feedback. Stakeholders do not appear to be focusing on academic language across the curriculum, which is important for success on the ISAT and in academics more broadly. The teachers indicated that did what they needed to do to help students through the courses. There was evidence of appropriate digital supports via live lessons and tutor sessions. The students have access to an advisor as well as their teacher. However, the teachers indicated that the advisors are not always equipped with the content knowledge to assist students with course content issues.

**Response:**

Based on our reading of the rubric and the evidence provided, we recommend our rating be Meets Expectations. As stated above, stakeholders spoke to each of the commitments in the rubric.

**Commented [A11]:** Not sure what is being referred to here. The teachers were not aware of this comment in the conversation with the site visit reviewers

**Commented [A12]:** •It is not the role of the advisory teacher to answer specific content questions. If the advisory teacher has a student on the telephone, the advisory teacher will check the content teacher schedule, IM the content teacher to let them know that they have a student on the telephone that needs assistance, and setup a call to the content teacher while the student is on the telephone.

- Page 18 and 19 in Tab 3 of the charter speaks to the role of the advisory teacher. Advisory teachers are students' first point of contact for overall school needs. It is the advisory teacher's role to establish a relationship with the family to create a sense of community with the school.
- According to ITCA Teacher Expectations, the advisory teachers are required to call each student in their advisory once a week at minimum. The teachers may speak to the families more in a week and the families are welcome to call the advisory teacher anytime. See Exhibit 5.
- Students are required to attend class each week with each content teacher. Students identified with additional academic needs are required to attend additional classes for targeted remediation. Content teachers also hold weekly live help sessions for the students to drop in to get help with questions. Students are encouraged and do contact teachers with questions.

**Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?****Rating:** Does not meet**Evidence:** Interviews with Administration, Staff

**Detail:** There is no clear feedback loop for revising the curriculum. When discussing assessments, stakeholders mentioned that the ISAT helps to illuminate student knowledge in specific content areas. Teachers also mentioned that each course had a pre-assessment to gauge what a student knows at the beginning of the course. Regarding curriculum, the teachers indicated that they work with the administrator to provide feedback. They also indicated that the principal is the instructional leader of the school and the individual to whom they provide feedback on courses. When asked about how curriculum is adjusted to meet the needs of individual students, the administrator provided the evaluators with an "Academic Outline" sheet. The "Academic Outline" showed that IDCCRA employs formative and summative assessments, but there was no indication of what modification takes place for the individual student, particularly those who are struggling academically. There is generally only one teacher in each content area, which does not allow for adequate collaboration or feedback between the teachers to evaluate content and curriculum concerns.

The rubric indicator below is from the PCSC rubric for this topic

**Rubric Indicators:** The school utilizes multiple, grade-level appropriate assessments chosen based on research and the needs of the student population. There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. There is a benchmarking system in place to adjust strategies and curriculum when appropriate. The feedback loop process is clear and involves multiple stakeholders.

**Response:**

Based on our reading of the rubric, we recommend our rating be Meets Expectations. As stated above, stakeholders spoke to each of the commitments in the rubric.

**Commented [A13]:** •The curriculum has a direct feedback loop to the curriculum provider for teachers to submit comments and recommendations for improving curriculum.

**Commented [A14]:** The Academic Outline also contains information on Curriculum, RTI, Data, Collaboration, etc. The RTI reference from the Academic Outline is:

•Multi-Tier System of Supports (MTSS) To further support struggling learners, ITCA deploys a comprehensive Multi-Tier System of Supports (MTSS) program to ensure early identification and support of students' learning and behavioral needs. Students in need of additional academic assistance are identified throughout the school year by a combination of formative assessments during the instructional cycle, state test results, parent input, and student progress in the curriculum. Students who demonstrate need for additional support, attend weekly, small group targeted instruction sessions. Students whose academic performance is impacted by more environmental factors can be referred to the ITCA Family Academic Support Team (FAST), for additional individualized supports. See Exhibit 6 for details of the Academic Outline

**Commented [A15]:** •ITCA is a small school. It would not be fiscally responsible for the school to hire more teachers than the student population would support.

- Faculty and staff have weekly staff meetings to discuss, students, progress, data, RTI, etc.
- Teachers interact with each other throughout the day.
- The math and English teacher participate in K12 content area PLCs to look review best practice.

**Commented [A16]:** The K12 curriculum integrates a variety of formative and summative content-specific assessment instruments within each course. K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways. Some assessment items are presented, answered and scored online, and others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, fill in the blank, graphing, matching, drag and drop, drop-down, short answer, and constructed response items.

•**Lesson Assessments** are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is advisable. When content is presented using platforms that support adaptivity, lesson assessments can also determine the learner path.

•**Unit Assessments** show whether the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.

•**Semester Assessments** verify student mastery of key learning objectives for the semester.

**Does the school effectively provide opportunities for student engagement?****Rating:** Approaches**Evidence:** Interviews with Administration, Staff

**Detail:** Teachers interact with students throughout the course in the learning management system (LMS), and students are provided an opportunity to master the curriculum. The teachers provide feedback to students throughout the course in different modalities (written and verbal), providing them input on their work and what needs improvement. Teachers also offer office hours during which students are able to meet with them, virtually, for additional tutoring assistance. Students are required to attend or watch an archived “live lesson” each week. The teachers indicated that only about 50% of students attend in real time each week. It was difficult to monitor the balance of teacher to student talk, as reviewers were not shown actual discussion boards or a feedback loop between the teacher and students. The archived “live session” reviewers viewed mainly showed teacher talk with some student interaction and activities.

**Response:**

Based on our reading of the rubric and the evidence provided, we recommend our rating be Meets Expectations. As stated above, stakeholders spoke to, or were prepared to speak to each of the commitments in the rubric.

**Commented [A17]:**

- Teachers work bi-weekly with instructional coaches for recommendations in improving instruction. Working on increasing student engagement is a focus.
- I wasn't included in this section of the interview, but the teachers are equipped to provide examples of student interaction and feedback if asked.

**Commented [A18]: Response from ITCA English Teacher:**

First, I was prepared to have them participate in my live class session that afternoon, but they left before that started. The reviewers are always welcome to attend a live class session. That might be a huge help! I may not talk with every student during each class session, but I am constantly asking for feedback or confirmation from all students. I also have the students participate in formative assessments during grammar lessons – still working on getting better on this in other sessions. But, I do this in breakout rooms, and there is no way to record the interaction that happens in a BOR. I go from room to room checking work, helping students and giving feedback. Also, I asked the reviewers if they would like to see a discussion board, but they declined. They said that our explanation of it was good enough for what they needed. I guess I'm just confused because their concerns above are all things that they were not worried about, or said that they didn't need to see.

**PROGRAM DELIVERY: INSTRUCTION**

**Does the school recruit, support, and retain highly effective staff?**

**Rating:** Meets

**Evidence:** Interviews with Administration, Board, and Staff

**Detail:** There is high teacher retention at IDCCRA, as evidenced by less than 15% turnover of staff. The administration has remained constant since the school has opened. It appeared that there was thoughtful hiring of the current staff. The staff members interviewed were able to articulate the mission of the school. Staff members are evaluated informally in the fall and spring, with a summative evaluation in the spring. Teachers indicated that they set goals for themselves and share these goals with the administrator. Evaluation includes watching an archived lesson and discussing whether goals have been met. Additional support is available from an instructional coach, who provides feedback only to teachers, not to the administration.

**Does the school have strong instructional leadership?****Rating:** Does not meet**Evidence:** Interviews with Administration, Board, and Staff

**Detail:** It appears that the administrative team is spending more time attempting to get their programs approved by CTE and adding new programs than on ensuring current programs of study are effective. This pursuit seems to take precedence over focusing on current school operations. The administrative team has been traveling the state looking for districts that will send students to their programs. The Board was also focused on adding additional programs of study, rather than addressing the immediate needs of the school.

One member of the administrative team analyzes student academic progress and attempts go deeper into the data, but is still working on refining this process. There was no evidence that the administrative team is involved in how the curriculum is delivered or monitored. The evaluation of teachers could be improved. As required by the SDE, the administrator should provide a rubric aligned to Danielson so that teachers are aware of the standards against which they are being evaluated. The administrator does not presently sit in on "live sessions" to evaluate teachers on their interactions.

**Response:**

Based on our reading of the rubric and evidence provided, we recommend this rating be Meets Expectations.

This section corresponds to **admin team traveling the state**:

On page 65 in Tab 9, the charter states 'Many of the educational districts in the major population centers of Idaho have already created Brick and Mortar Professional-Technical Schools. These schools provide young people in those geographic locations with unparalleled access to occupational skills. The gap, however, is being able to provide these opportunities to the academically at risk, underserved, or geographically dispersed students in Idaho that do not have access to those opportunities. IDCCRA will be unique from all other virtual schools in Idaho in that we will offer an occupational sequence of instruction as demonstrated in the Career-Technical Education (CTE) cluster outlines in Appendix 23.'

- Per our charter, we began promoting our virtual CTE programs to traditional school districts, and as a result, began receiving inquiries from school districts about our virtual CTE pathways, and if they could offered to school districts to supplement local CTE offerings. As a result, we began developing a plan for offering these courses to districts in Idaho to help enhance local CTE offerings in accordance with Tab 9 of our Charter above.

Letters were sent to school districts letting them know that we offered virtual CTE sequences of instruction, and letting them know that our courses were available for them to offer in their school districts to supplement local CTE programs. We receive calls from 3 districts and provided a visit to one district in Eastern Idaho.

**Commented [A19]:** This response is a little confusing. In Mission and Key Design Elements on p6, and in Governance on p15, there is reference to the need to get CTE programs (Health and Manufacturing) approved. In this section, the reference suggests that we are spending too much time in this pursuit.

**Commented [A20]:** •The amount of data that the school has available for review is substantial. Teachers have access to trackers weekly and the data is reviewed by teachers and staff. Trackers include student specific data that cannot be shared in a public document per FERPA.

- Faculty and staff have weekly staff meetings to discuss, students, progress, data, RTI, etc.
- Teachers' gradebooks contain data on student progress.
- Baseline assessments are administered to all new students, allowing for a teacher view of student proficiency and subsequent growth--data which drives intervention efforts. ITCA teachers and leadership staff regularly hold meetings to evaluate current student data in all courses at all grade levels in order to continuously provide excellent synchronous instruction and differentiated support to students. Student data is also useful for school administrators to help drive professional development and individual teacher coaching.
- Data views used by ITCA provide up-to-date, granular data at the student level as well as useful overall views which can be sliced by grade level, demographics, course subject, etc. ITCA also tracks student attendance at synchronous Class Connect sessions provided via Blackboard Collaborate which give a more complete view of student progress.

**Commented [A21]:** •ITCA has an approved Charlotte Danielson review process. Teachers are evaluated as required.

- Teachers work bi-weekly with instructional coaches for recommendations in improving instruction. See Exhibit 7

**Does the school offer professional development that supports the school's goals and the needs of individuals?****Rating:** Approaches**Evidence:** Interviews with Administration, Staff

**Detail:** Teachers have access to professional development throughout the school year. K12 delivers the bulk of the PD. K12 professional development is required and covers curriculum, use of the LMS, and activities related to IEPs. The teachers indicated that the school provides professional development in August, January, and one additional time in the spring. The school- led portion of the professional development program emphasizes data driven instruction, interventions, and use of a professional learning community. In addition, there are weekly faculty meetings. It was unclear if the professional development activities were directly related to the school mission, or if evaluation of the PD's effectiveness takes place.

**Response:**

Based on our reading of the rubric and evidence provided, we recommend this rating be Meets Expectations.

**Commented [A22]:** Professional development is a key area that ITCA places as a priority of the school. Administrators, teachers, and staff all have individual professional development plans that allow each of them to set personal goals for their own professional success. Along with the individual professional development, ITCA offers a school-wide professional development plan to ensure the school as a whole is well informed and moving towards student success. See Exhibit 8

**Commented [A23]:** •These are Face to Face meetings throughout the year.  
 •We also follow the Charlotte Danielson state plan which includes teachers setting goals at the beginning of the year with the supervisor, mid-year conference to discuss progress and end of year conference to discuss attainment.  
 •Our lead teacher provides mentoring for new teachers.  
 •We regularly evaluate the needs through annual teacher needs assessment, teacher evaluation process, and student performance data.  
 •The ITCA Professional Development calendar was included with the documents submitted prior to the Pre-Renewal Site Visit. See Exhibit 11.

**Commented [A24]:** Also new this year is a robust instructional coaching program. Each teacher is assigned to an Instructional Coach (IC). The IC works with the teacher to determine measureable goals focused on improving their skills and fostering increased student achievement. Each month, the Instructional Coaches complete at least two observations and two feedback sessions per teacher. During each feedback session, the teacher and coach define the next action step(s) and the coach provides relevant resources and support.

The intent is to evolve from a teacher centered classroom into a student centered classroom where the students are active participants in their learning. The teachers and coaches have been focusing on preparing instructional content, lesson structure, pacing and expectations, and standards and objectives. Through the first 2 cycles of teacher observation and coaching in the 2016-2017 school year, ITCA teachers have received approximately a 7.5% increase in the scores provided by their instructional coaches during observations. Exhibit 9



## **PROGRAM DELIVERY: ASSESSMENT AND EVALUATION**

**Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?**

**Rating:** Does not meet

**Evidence:** Interviews with Administration, Staff

**Detail:** The school enrolls a small percentage of students that are on IEPs, but no students that are on ELPs. There was no indication that teachers meet with administrative team members to review IEPs or interventions. The special education teacher helps with accommodations to ensure that teachers are putting these in place for students. There was high-level discussion of Response to Intervention in order to meet the needs of students, but no clear documentation of how this is accomplished. RTI seems to be emerging for IDCCRA.

### **Response:**

Based on our reading of the rubric and evidence provided, we recommend this rating be Meets Expectations.

**Commented [A25]:** ITCA screens for English Language Learners, but to date, we have not had any.

**Commented [A26]:** •The special education director facilitates and attends all IEP meetings and oversees the program.  
•The population of students on SPED is in line with the state average. See Exhibit 10

**Commented [A27]:** •ITCA met state requirements for SPED review.

The Academic Outline also contains information on Curriculum, RTI, Data, Collaboration, etc. The RTI reference from the Academic Outline is:

- Provide remediation and additional supports based on progress
  - Students demonstrating need on assessments or failing classes will receive additional supports.
    - Additional BBC sessions
    - FAST
- Counselor
- To further support struggling learners, utilizes a comprehensive Multi-Tier System of Supports (MTSS) program to ensure early identification and support of students' learning and behavioral needs. Students in need of additional academic assistance are identified throughout the school year by a combination of formative assessments during the instructional cycle, state test results, parent input, and student progress in the curriculum. Students who demonstrate need for additional support, attend weekly, small group targeted instruction sessions. Students whose academic performance is impacted by more environmental factors can be referred to the ITCA Family Academic Support Team (FAST), for additional individualized supports.

**Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?**

**Rating:** Does not meet

**Evidence:** Interviews with Administration, Staff

**Detail:** The administrative team collects data points from each class, including attendance in live sessions, student course activity, and the percentage of students passing each course. There was also mention of the use of formative assessments that would provide a pulse check throughout the course; but there was no solid data on what those formative assessments were, other than unit exams. The administrative team discussed wanting to go deeper into the ISAT data to provide teachers with precise student level data that illuminated strengths and weaknesses in particular skill areas, but it does not appear that this is currently occurring. The teachers discussed looking at the course data to help them prepare for their calls to students.

**Response:**

Based on our reading of the rubric and evidence provided, we recommend this rating be Meets Expectations.

**Commented [A28]:** ITCA has a comprehensive instructional model. It focuses on seven key areas: instruction, assessment, staffing, observation and feedback, data-driven instruction, professional development and culture. Components in each of these key areas include clearly defined instructional cycles in which differentiated, targeted instruction is provided based on student need, structured benchmark and interim assessments used to identify students who need additional support and to inform instruction, continuous observation and feedback of teachers, data-driven decision-making, and more focused professional development. Exhibit 6

**Commented [A29]:** •ITCA has an instructional cycle that has events calendared and date. The assessment calendar was submitted with the documents provided for the Pre-Renewal Site Visit. Interim assessments are embedded in the curriculum. The calendar also provides adequate time for the teachers to review resulting data and to determine which students are in need of differentiated instruction and tier 2 intervention.  
•Formative assessments can be as simple as an exit ticket at the end of a class. A great deal of assessment data can be provided on request. See Exhibit 11

**Commented [A30]:** •Once ISAT results are received from the state, they are shared with the ITCA Board.  
•We conducted data day as part of our PD. We brought teachers together, evaluated ISAT results relative to claims in the achievement levels and cross referenced them to the claims and targets in the Idaho Standards to target instruction.

**Commented [A31]:** ITCA support staff and teachers work hard to help students achieve success using a data-driven instruction model to provide targeted instruction and interventions to students.

Baseline assessments are administered to all new students, allowing for a teacher view of student proficiency and subsequent growth--data which drives intervention efforts. ITCA teachers and leadership staff regularly hold meetings to evaluate current student data in all courses at all grade levels in order to continuously provide excellent synchronous instruction and differentiated support to students. Student data is also useful for school administrators to help drive professional development and individual teacher coaching.

Data views used by ITCA provide up-to-date, granular data at the student level as well as useful overall views which can be sliced by grade level, demographics, course subject, etc. (See example below.) ITCA also tracks student attendance at synchronous Class Connect sessions provided via Blackboard Collaborate which give a more complete view of student progress.

**ACCESS AND EQUITY****Does the school have a strong, steady retention rate for students?****Rating:** Approaches**Evidence:** Interviews with Administration, Board  
Student Retention Form

**Detail:** IDCCRA has a lower than expected return rate for students. School representatives indicated that the school attract a different type of student than they originally thought would enroll. However, they feel as if they are making a difference for students who stay enrolled because student efforts may lead to a technical certificate. They feel as if their consistently-low enrollment will surge in January when students begin leaving their brick and mortar schools and turning to options. The administration and teachers appeared genuine in their discussions of marketing to increase enrollment. They are talking to school districts to encourage them to enroll their students in IDCCRA's single-course offerings.

**Response:**

Based on our reading of the rubric and evidence provided, we recommend this rating be Meets Expectations.

**Commented [A32]:** •Can you quantify the expected return rate?

- ITCA has a highly mobile student population which affects retention.
- ITCA has deployed a Family Academic Support Team (FAST) to help students be successful. FAST is a multidisciplinary program offering wrap-around support for student and families.
- ITCA has made significant improvements in retention year over year. ITCA's total withdrawal rate decreased by over 30 percentage points. This shows a significant improvement in overall student retention.
- In all phases of U.S. elementary and secondary education, mobility is a contributor to decreased academic performance. Mobile students are more likely to perform poorly in the classroom, more likely to repeat grades, and more likely to drop out of school before graduation. Mobile students are also less likely to engage in classroom interactions, form social relationships with other students and their teachers. The correlation of mobility to students in poverty and to those with behavioral and emotional disorders compounds the negative effects of mobility. The negative effects of mobility are not limited to mobile students. They include the non-mobile students, classes and schools that the student leaves and the non-mobile students, classes and schools that the student enters.

**Commented [A33]:** Not sure what this means as the ITCA Vision speaks to enrolling:

The school's focus on career-technical education will:

- Provide an alternative to academic virtual schools
- Provide career pathways to students who are:
  - Geographically Dispersed
  - Academically Deficient
  - At Risk and Underserved
- Provide Idaho industries with educated and employment ready individuals.

**Commented [A34]:** ITCA has a focus to help at risk and underserved students obtain work skills and exposure with their career pathways. 56% of the students enrolled in pathways are considered economically disadvantaged. The NOCTI exams administered to ITCA students illustrate the school's mission-specific success with this student population. The data clearly shows that ITCA has succeeded in providing quality CTE opportunities to underserved students and that these students are demonstrating their success in their chosen pathway, particularly in the areas of Health and Business.

**ORGANIZATIONAL CAPACITY**

**Are there effective communication channels between stakeholders?**

**Rating:** Meets

**Evidence:** Interviews with Administration, Board

**Detail:** The leadership appears to meet regularly with the board. The main administrator mentioned that he meets one-on-one with board members between regularly scheduled board meetings. The board meeting minutes are very vague and it was difficult to determine the context and outcomes of board meetings. No evidence was examined regarding delineation of roles and responsibilities.

## **GOVERNANCE**

**Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?**

**Rating:** Does not meet

**Evidence:** Interviews with Administration, Board  
Meeting Minutes

**Detail:** It appears that the school complies with open meeting laws. While the school provided meeting minutes for the evaluator's review, there is a concern about the lack of detail in the recorded minutes, which only list the topics discussed. Therefore, the minutes do not explain how the board made decisions, based on what information, or the outcomes that resulted from these decisions. There was also no indication or evidence of board meeting systems and structures. The board members indicated that they receive about 75 pages of material in advance of the board meetings.

### **Response:**

The ITCA Board has an attorney on retainer that works with the ITCA Board to ensure that it is in compliance with and follows all Board Governance compliance requirements.

Additionally, the comment below from the AdvancED accreditation report speaks to the strength and commitment of the ITCA Board:

*IDRRCA's Board of Education is commended for their success in establishing themselves as a highly effective governing board and supporting the principal's leadership in the creation of a school that is innovative in providing quality, relevant digital education with a focus on college and career readiness.*

Based on our reading of the rubric, and our responses to the comments, we recommend this rating be Exceeds Expectations.

**Commented [A35]:** Comment provided by Board legal counsel: This note clearly states that the board has a strategic plan. The rubric does not require stakeholder involvement in the plan (even though there is no clear evidence that there was not stakeholder involvement – only an assumption). If the Commission staff had taken the opportunity to listen in to a board meeting, it would find that the board is very involved and focused on strategic development. There are significant discussions about marketing, acquiring new students across the state, how to manage a diverse student population, and whether the identified pathways need to be modified to reflect student demand. The board has also spent significant time and energy determining the appropriate testing models to use so that they can adequately determine how well students are progressing in their chosen fields of study. It should be noted that this is a new school operating a new model – the first of its kind in the country and there have always been significant, in-depth discussions about the direction of the school based principally on student data (enrollment, growth, retention, academic success, etc.).

See Exhibit 12

Additionally, you can find ITCA's published meeting materials on the ITCA website at - <http://itca.k12.com/about/board-directors/board-meetings-finances.html>

**Does the board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?****Rating:** Approaches**Evidence:** Interview with Board

**Detail:** For the most part, the board appears to maintain a governance role; however, there does appear to be some crossover into management responsibilities. The board mentioned that they are trying to stay out of the management role, especially as the school grows. The board is focused on financials as well as adding additional programs of study. This raises a concern, as the board does not appear to be pushing the Administration to ensure that the current programs of study are approved through the Division of CTE.

The board was not knowledgeable about how the school reports to ISEE and receives funding. When asked how the school would report student enrollment from surrounding school districts (particularly single-course enrollment), the board stated that this was a question for the administration, not the board. It does not appear the board has undergone sufficient professional development to meet state requirements.

**Response:**

The ITCA Board has an attorney on retainer that works with the ITCA Board to ensure that it is in compliance with and follows all Board Governance compliance requirements.

Additionally, the comment below from the AdvancED accreditation report speaks to the strength and commitment of the ITCA Board:

*IDRRCA's Board of Education is commended for their success in establishing themselves as a highly effective governing board and supporting the principal's leadership in the creation of a school that is innovative in providing quality, relevant digital education with a focus on college and career readiness.*

Based on our reading of the rubric, and our responses to the comments, we recommend this rating be Exceeds Expectations.

**Commented [A36]: Comment provided by Board legal counsel:** This is the proper role of the board. The board should be focused on the financial performance of the school and the appropriate programs of study, with input from the administrator. It is not the role of the board to fill out reports.

**Commented [A37]: Comment provided by Board legal counsel:** There is no evidence that the board does not "push the administrator" nor is there a requirement that the board do so. The board has a close relationship with the administrator and there is efficient and effective communication between both sides. Unfortunately, it appears that Commission staff is seeking to have the board play both a governance and management role (decide what needs to be done and then tell the administrator how to do it). The board regularly provides informal feedback to the administrator who then follows that feedback to make any necessary course adjustments. The board also conducts formal reviews of the administrator

**Commented [A38]: Comment provided by Board legal counsel:** The board has developed a dual enrollment agreement that can be entered into by any school district in the state. When students enroll, it is not the job of the board to fill out the proper forms.

**Commented [A39]: Comment provided by Board legal counsel:** The board has regular professional development in its board meetings. Some of this PD is provided by representatives of K12, using the templates provided by the ISBA. Other, more issue specific training, is provided by the board attorney who attends nearly every board meeting.

**Has the school's board developed a strategic plan?**

**Rating:** Does not meet

**Evidence:** Interview with Board  
Strategic Plan

**Detail:** The school shared a strategic plan with the reviewers. It was unclear who was involved in the strategic plan development process. It was apparent that the board had created a document over which they maintain ownership, but there was no mention of stakeholder involvement. Only the board and administration appeared to have worked on the plan.

**Response:**

The ITCA Board has an attorney on retainer that works with the ITCA Board to ensure that it is in compliance with and follows all Board Governance compliance requirements.

Additionally, the comment below from the AdvancED accreditation report speaks to the strength and commitment of the ITCA Board:

*IDRRCA's Board of Education is commended for their success in establishing themselves as a highly effective governing board and supporting the principal's leadership in the creation of a school that is innovative in providing quality, relevant digital education with a focus on college and career readiness.*

Based on our reading of the rubric, and our responses to the comments, we recommend this rating be Exceeds Expectations.

**Commented [A40]:** Comment provided by Board legal counsel: This note clearly states that the board has a strategic plan. The rubric does not require stakeholder involvement in the plan (even though there is no clear evidence that there was not stakeholder involvement – only an assumption). If the Commission staff had taken the opportunity to listen in to a board meeting, it would find that the board is very involved and focused on strategic development. There are significant discussions about marketing, acquiring new students across the state, how to manage a diverse student population, and whether the identified pathways need to be modified to reflect student demand. The board has also spent significant time and energy determining the appropriate testing models to use so that they can adequately determine how well students are progressing in their chosen fields of study. It should be noted that this is a new school operating a new model – the first of its kind in the country and there have always been significant, in-depth discussions about the direction of the school based principally on student data (enrollment, growth, retention, academic success, etc.).

**Does the school's board provide appropriate academic oversight?****Rating:** Approaches**Evidence:** Interviews with Board, Staff

**Detail:** It was unclear whether board decisions are driven by student performance data. The board mentioned that they have students not only geographically dispersed, but also academically dispersed. One board member also stated that their student body was not “normal,” as many students come to them with deficiencies. They mentioned that these issues make it a challenge to connect with students. The board explained that they look at student achievement data at the board meetings, when it is available. Board members believe students are going deeper in their course work and not just “dabbling” in their areas of interest. However, despite all of this information, the board still was not clear on student academic goals and achievement.

There appears also to be a disconnect between the board and actual practice regarding class sizes. The board indicated that average class size is around 15. However, teachers explained that some of their classes have approximately 80 students, particularly in the required pathways courses. The board mentioned that they leave resource allocation up to the administration but expect that as the school grows, they will be able to add teachers.

**Response:**

The ITCA Board has an attorney on retainer that works with the ITCA Board to ensure that it is in compliance with and follows all Board Governance compliance requirements.

Additionally, the comment below from the AdvancED accreditation report speaks to the strength and commitment of the ITCA Board:

*IDRRCA's Board of Education is commended for their success in establishing themselves as a highly effective governing board and supporting the principal's leadership in the creation of a school that is innovative in providing quality, relevant digital education with a focus on college and career readiness.*

Based on our reading of the rubric, and our responses to the comments, we recommend this rating be Exceeds Expectations.

**Commented [A41]: Comment provided by Board legal counsel:** The board is managing a new school with a diverse student population. However, the board certainly understands student performance (including both grades and retention) and is focuses on making sure all students succeed. Evidence of this is the institution of the new program designed to identify and assist students who are falling behind.

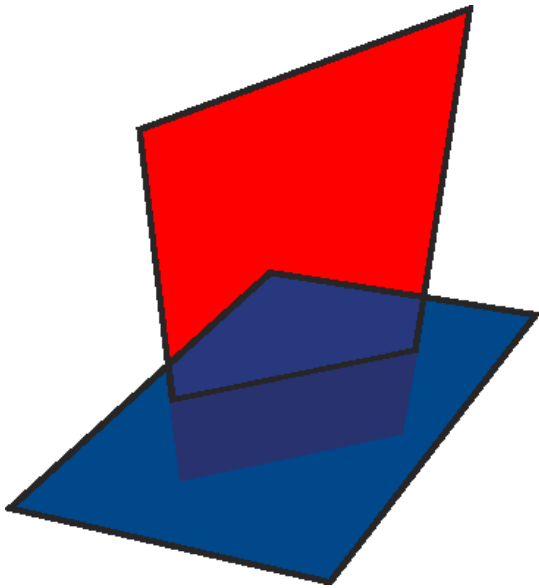
**Commented [A42]: Comment provided by Board legal counsel:** This is an illogical conclusion. Certainly some classes are large, which is expected and understood by the board, but the average class size is much smaller than the 80 students identified here. The board has a clear understanding of the number of students in the classes, and as noted here, is prepared to hire additional staff when it is warranted.

**Commented [A43]: Comment provided by Board legal counsel:** The Board is responsible for setting the budget. Once the budget has been set, it is appropriately left to the administrator to allocate the budgeted resources. During and at the end of the fiscal year, the administrator is involved in the budget process and determining whether financial needs have changed. The Board then sets a new budget based on the goals of the school and the information received from the administrator.



## **Pre Renewal Site Visit Exhibit Guide**

- Exhibit 1a    Fast Referral Hand book**
- Exhibit 1b    Family Academic Support Team**
- Exhibit 2     High School Course Alignments**
- Exhibit 3a    English 108 Pacing Guide**
- Exhibit 3b    Math 128 Pacing Guide**
- Exhibit 3c    Math 208 Pacing Guide**
- Exhibit 4     ITCA Cengage CTE Courses**
- Exhibit 5     Full-Time Teacher Expectations**
- Exhibit 6     Academic Plan Framework**
- Exhibit 7     State Approved Danielson Evaluation**
- Exhibit 8a    Exhibit 8a ITCA Back to School PD Agenda SY 16-17**
- Exhibit 8b    Exhibit 8b School Professional Development Opportunities**
- Exhibit 8c    Exhibit 8c SY 1617 HS VNST Training Plan**
- Exhibit 8d    Exhibit 8d SY 1617 HS VRTT Training Plan 080216**
- Exhibit 9     Instructional Coach Handbook**
- Exhibit 10    ITCA Special Population Indicators**
- Exhibit 11a   Assessment Calendar**
- Exhibit 11b   Professional Development Calendar**
- Exhibit 12    ITCA Board of Directors 2016**



# IDAHO TECHNICAL CAREER ACADEMY

## 2016-2017

## F.A.S.T.

(Family Academic Support Team)

# HANDBOOK

Adopted: September 2016

## **Mission**

The Family Academic Support Team (FAST) mission is to promote collaboration amongst students, families, and staff to ensure the educational success and personal development for all youth at Idaho Technical Career Academy.

## **Background**

The Family Academic Support Team (FAST) is a multidisciplinary program offering wrap-around, strength-based support in which student/family assistance is extended beyond academics, providing a holistic approach. FAST Staff Members include a Family Engagement Coordinator, Family Support Liaisons, School Social Worker and Family Compliance Liaison. Through a referral process, the FAST Staff Members will provide support parallel to teachers' academic intervention efforts.

## **FAST Members**

Family Engagement Coordinator (FEC) promotes and enhances the school's academic mission by improving/promoting parent and student engagement, beginning with onboarding. The FEC coordinates Strong Start programming to effectively welcome, train, and onboard families to school. The FEC facilitates and develops in person and online opportunities for students to come together and work academically on a regular basis, usually within specific regions and/or grade ranges. Additionally, the FEC ensures increased engagement leads to improved academic achievement.

The Family Compliance Liaison (FCL) ensures school age children are attending school by investigating causes of unexcused or excessive absences, communicating with families and assisting them in problem-solving. According to state laws and regulations, the FCL may also issue regular warnings and help to represent the schools if cases go to court. The FCL supports the FAST mission by supporting severely disengaged students and uncovering the cause of excessive absenteeism within the school.

The School Social Worker identifies and aides students who have academic deficits due to social, emotional, and/or behavioral issues. Interventions can include, but are not limited to referring families to community resources; serving as McKinney-Vento District Liaison; and/or working with school personnel and community support for wrap-around services.

Family Support Liaisons (FSL) provide short-term case management support to students and families who are referred to FAST due to disengagement, noncompliance, or to help students who are struggling for other non-academic reasons. Interventions can include, but are not limited to, short-term case management to track educational progress, scheduling phone conferences with students, families, teachers, and other support; creating Back on Track (BOT) Plans; offering up to daily contact; and/or providing differential encouragement and support to individuals on caseload. A Lead FSL provides administrative and training support to all FSLs. Additionally, Onboarding FSLs support the FEC in the onboarding process.

## **Referrals**

Referrals to FAST typically begin with teachers identifying students and/or families who are not compliant/engaged in their educational progress or students who present with imminent social-emotional concerns, such as homelessness or abuse. Average referrals should occur after implementation of teachers' academic interventions, with some exception. Prior to initiating a referral, a teacher will consult with their Master Teacher/Designee. To complete a referral, the FAST Referral Tracker (Tracker) is found on SharePoint. Teachers complete the required portion of the Tracker; teacher areas are indicated as required fields. Once referral is initiated, the Lead FSL will assign the case to the appropriate FAST Staff Member. Respective FAST Staff Member will initiate their interventions. Once FAST interventions begin, teachers will continue to stay engaged with the student and family, offering support as appropriate.

Some situations will merit immediate intervention by the School Social Worker. These issues include circumstances in which the overall wellbeing of the child is at risk. This may include situations of homelessness, abuse, or assistance accessing community resources. If situations such as these are present, ITCA staff will complete the FAST Tracker on SharePoint immediately.

See Appendix A for current FAST Referral Flowchart.

### **FAST Multilevel System**

A multilevel process exists within the FAST structure. The FAST Levels overlap with teachers' academic intervention efforts. The four levels are as followed:

- Level 1 – All students/families begin in this Level. These students are compliant and engaged in their academic journey. Staff typically involved: Teacher(s), FEC
- Level 2 – These students need additional targeted support via teacher's academic intervention process. Teacher implements additional interventions, and with Master Teacher/Designee approval, a FAST Referral is made if aforementioned interventions do not remediate non-engagement. The FAST Staff Member will collaborate with teacher(s) and student/family to create a Back on Track (BOT) plan. FAST Staff Member will ensure student and/or learning coach receive BOT Plan, and will follow up within allotted time frame noted on BOT Plan (no more than 5 days). After compliance at the 10-day mark, a 20-day follow-up will be held. Upon successful completion of BOT Plan for 20-days, referral will be closed and student will be moved back to Level 1. Timeframes noted are approximations; specific dates of review may be more frequent or infrequent depending on specific student need. Staff typically involved: Teacher(s), Master Teacher/Designee, FAST Member
- Level 3 – Students/families will be moved to Level 3 if they: are not compliant at BOT follow-up; do not respond to initial contact within no more than 5 days; are referred to FAST more than once; or with specific Administrative directive. A letter will be sent by the FAST Staff Member noting Level 3 placement. The Family Compliance Liaison will also call student/LC to discuss the repercussions of not following the BOT plan. If a student/family becomes compliant, the same process within Level 2 (10-day and 20-day follow-up) is followed. Upon successful completion, student can be transitioned to Level 1 or 2, depending on continued need (closed if moved directly to Level 1). During Level 3, Family Accountability Points (FAPs) become assigned, if/as needed, to promote engagement. Upon the accrual of 10 FAPs, FAST Staff Member will consult with Administrator to move to Level 4. Staff typically involved: Teacher(s), Master Teacher/Designee, FSL, FCL, Administration

- Level 4 – Students continue not responding to interventions provided by teacher(s) and FAST, and at least 10 FAPs are accrued. Family Compliance Liaison will contact LC/student and follow school truancy procedures.

See Appendix B for visual of FAST Multilevel System.

### **Family Accountability Points**

Family Accountability Points (FAP) are a method of tracking students/families engagement in teacher and FAST intervention. These are demerit points, of sorts. The more FAPs earned by a student/family, the more serious the potential consequences, up to truancy. FAPs are an accountability tool, beginning in Level 3, which are issued by FAST Staff Members in an effort of promoting reengagement. As part of the BOT Plan, very specific measurements will indicate when/how a FAP will be given. A FAST Staff Member will document FAPs in TotalView, and notify family via call and/or email when and why a FAP was assigned. Assignment of FAPs can be given daily, weekly, or other timeframe depending on specific situation. With some exception, students will be directed to Level 4 once ten (10) FAPs are accrued.

See Appendix C for a sample FAP chart.

### **FAST Letters**

FAST Members will send out letters upon a family entering each Level, starting at Level 2. These letters describe the function of the respective Level, and the expectation of the family/student.

See Appendices D, E, and F for sample FAST Letters.

### **Back on Track Plans**

Back on Track (BOT) Plans will be created by FAST Staff Members, after collaboration between teacher and student/LC. FAST Staff will monitor progress, edit, and alter the BOT Plan, as necessary, to meet needs of students/families, and promote success. An addendum with specific FAP requirements will be added to BOT Plan once a family enters Level 3. Other edits to BOT Plans can be made to account for necessary changes.

See Appendix G for Sample BOT Plan

### **Celebration Reports**

A weekly celebration report will be created during weekly check-in session with student and LC. This will show the student's achievements from the week prior, along with the goals for the upcoming week.

See Appendix H, and I for Sample Celebration Report

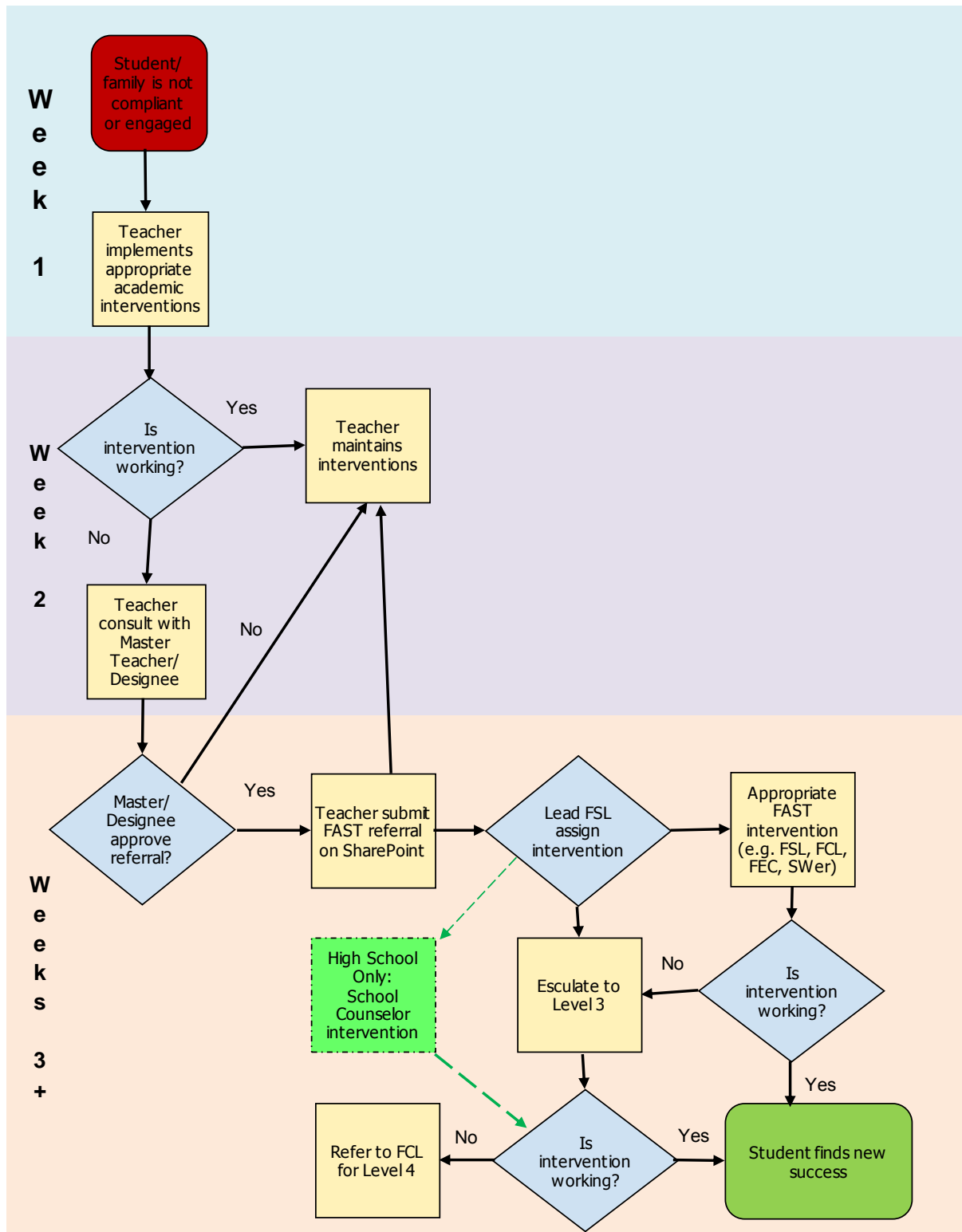
### **FAST Referral Tracker**

FAST Referral Tracker is on SharePoint. Teachers will complete only the required sections, indicated by a red asterisk, and press "OK" at the top right or bottom right of Tracker page.

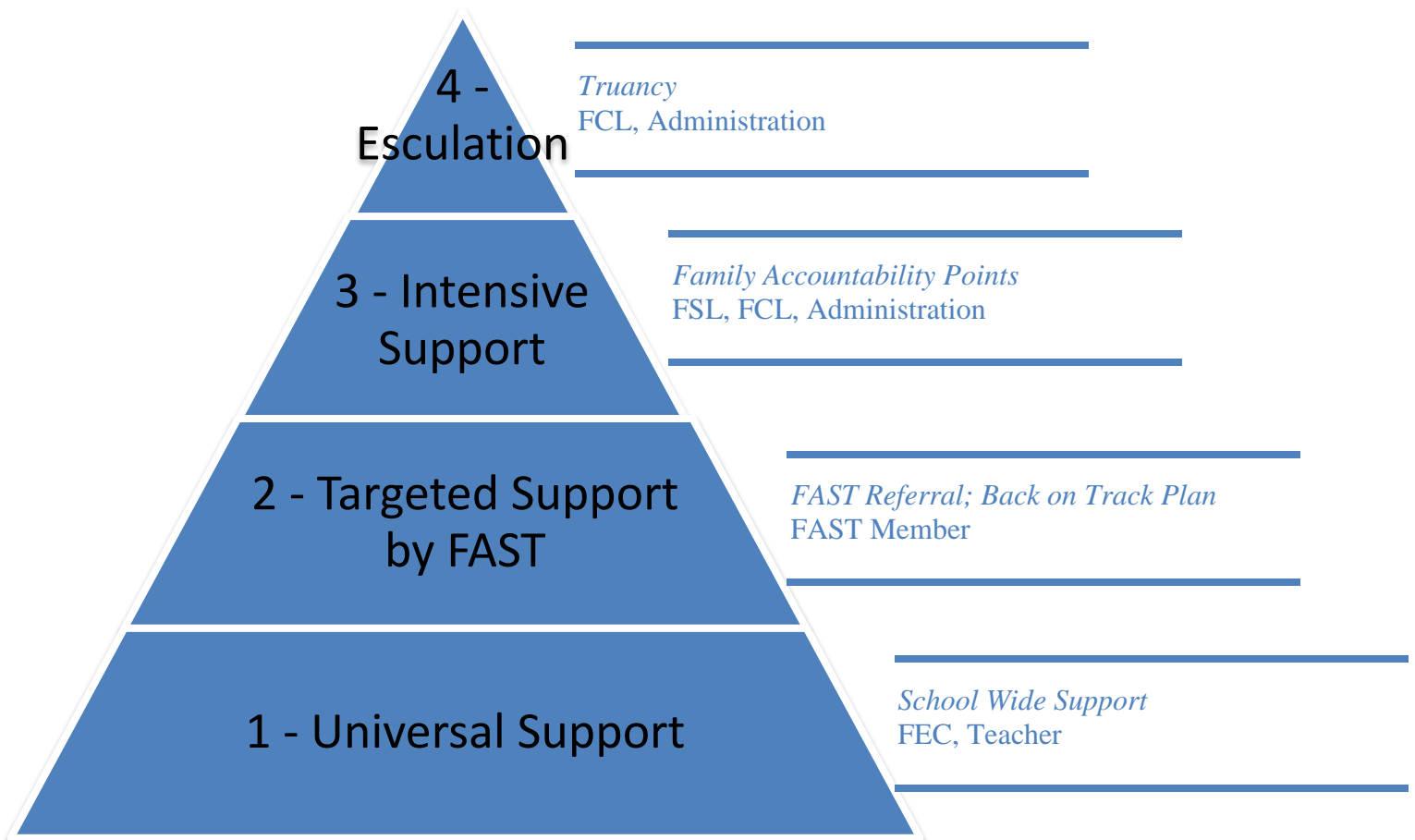
See Appendix J for screen shots of FAST Referral Tracker

## Appendix A

*This is an approximation of the timeframe. Individual circumstances may merit different time requirements.*



**Appendix B**  
**FAST Multilevel System**



## Appendix C

### Sample FAP Chart

*Note: this is only a sample chart. An implement chart may have all, some, and/or different items on it*

Issue	Point Value	Minimum Expectation	When Recorded
Logging into the LMS/OHS	1 FAP per week per subject for Student/Learning Coach not logging in; unexcused absence. 1 FAP per week for minimal to no progress with logged attendance; attendance only	Student/Learning Coach will log into the LMS/OHS daily and meet daily requirements	Recorded at the end of the week
FAST Back on Track Plan	1 FAP per Back on Track Plan item that is not followed	Student and Learning Coach will follow the Back on Track Plan as agreed upon by themselves and the FAST member	Within one week of the meeting to review the Back on Track Plan
Standardized testing	1 FAP per day for missing state mandated testing	State will take all required state achievement/diagnostic tests	At the end of each testing window
Written and verbal communication (Email)	1 FAP for not responding to emails and phone calls which require a response	Respond to emails requiring a response	Recorded at the end of each week
Conference	1 FAP per missed conference or attempted meeting by administration	According to schedule time, attending conference	Within one week after the missed conference (to give time to reschedule, if appropriate)



## Appendix D

### FAST level 2 letter: Welcome to FAST

*This letter serves as a reference only. Edits and additions to this letter may occur during authoring.*

[Date]

Dear [Learning Coach]:

Welcome to FAST! My name is [NAME], and I am a Family Support Liaison. Your teacher should have mentioned that s/he was going to contact the Family Academic Support Team (FAST). As part of the Team, I will be working with you and your student to help you find success and/or progress.

To give you an introduction to the FAST program, please view our introduction video (5 minutes), and complete quick survey indicating you watched the video.

- ☐ Introduction video: [insert FSL specific link]
- ☐ Survey: [insert survey link]

I will be calling in the next few days to get to know you and your student. Below are some question that I would like to discuss on our call:

Student	Learning Coach
<ul style="list-style-type: none"> <li>What are some obstacles to your success in school?</li> </ul>	<ul style="list-style-type: none"> <li>How do you ensure your student's daily assignments are being completed and turned in each day?</li> </ul>
<ul style="list-style-type: none"> <li>What are some of your interests outside of school?</li> </ul>	<ul style="list-style-type: none"> <li>How are you involved in your student's school day?</li> </ul>
<ul style="list-style-type: none"> <li>What does your schooling area look like?</li> </ul>	<ul style="list-style-type: none"> <li>Do you understand how to navigate your student's courses?</li> </ul>
<ul style="list-style-type: none"> <li>Are there distractions in your learning environment? Household activity? Computer?</li> </ul>	<ul style="list-style-type: none"> <li>How can I support you in your role as a learning coach?</li> </ul>
<ul style="list-style-type: none"> <li>How often does your learning coach check in with you (everyday, once a week, less frequently)?</li> </ul>	<ul style="list-style-type: none"> <li>Other needs/supports?</li> </ul>

I look forward to speaking with you soon.

Sincerely,

NAME

Title, Email

## Appendix E

### FAST level 3 letter

*This letter serves as a reference only. Edits and additions to this letter may occur during authoring.*

[Date]

Dear [Learning Coach]:

Your teacher referred your student to the Family Academic Support Team (FAST) for additional support on [DATE], to help promote your student's success at Idaho Technical Career Academy. I have attempted to guide and support your student through this educational journey, however your student's engagement has been minimal. Because of this lack of responsiveness, the FAST Members have decided to move your student's intervention to Level 3. The primary focus of this Level remains the same, offering support to help your student be successful. However, Family Accountability Points (FAP) will begin to be accrued for continued non-compliance.

FAPs are a method of tracking students/families engagement in teacher and FAST intervention. The more FAPs earned by a student/family, the more serious the potential consequences, up to withdrawal. FAPs are an accountability tool, beginning in Level 3, which is issued by FAST Members in an effort of promoting reengagement. As part of the Back on Track Plan, very specific measurements will indicate when/how a FAP will be given. With some exception, students will be directed to Level 4 once ten (10) FAPs are accrued.

As a reminder, a description of the Levels is below;

Level 1: All families begin in this Level. Students and families are responsive and are working with teachers to promote student success.

Level 2: Students and families need a little extra support to ensure student achievement. A referral is made by teacher to FAST for mandatory assistance aimed at student/family success. Back on Track Plan developed with family, teacher, and FAST Member.

Level 3 (we are here): Family is not responsive with initial FAST intervention. A more specific action plan is enforced, including accrual of Family Accountability Points, as needed.

Level 4: Family remains disengaged. Truancy policy initiated.

My primary goal is to ensure that your student gets the education s/he deserves. I am here to offer you support, but in order to do that, I need your help. Together, we can establish regular school routines, find needed support, and work with your teacher(s) to make sure your student is able to progress and learn. Failure to engage will result in FAPs, and can lead to a hearing before the Attendance Review Committee.

Let's work together to ensure your student is successful. Please contact me so we can review your Back on Track Plan.

Sincerely,

NAME, Title | Email

IDCCRA CHARTER RENEWAL

EXHIBIT M  
M.391

## Appendix F

### FAST level 4 letter

*This letter serves as a reference only. Edits and additions to this letter may occur during authoring*

[Date]  
Learning Coach Name  
Address  
City, State Zip

Dear [Learning Coach]:

Your teacher referred your student to the Family Academic Support Team (FAST) for additional support on [DATE], to help promote your student's success at Idaho Technical Career Academy. I have attempted to contact you several times to offer your student support, however your engagement has been minimal, and your student was moved to Level 3 on [DATE]. As of today, your student has accrued [# OF FAP] Family Accountability Points. Disengagement and non-compliance remains a hurdle in your student's success. Therefore, as of today, your student has now been moved to Level 4, which triggers full implementation of our truancy process.

As a reminder, a description of the Levels is below;

Level 1: All families begin in this Level. Students and families are responsive and are working with teachers to promote student success.

Level 2: Students and families need a little extra support to ensure student achievement. A referral is made by teacher to FAST for mandatory assistance aimed at student/family success. Back on Track Plan developed with family, teacher, and FAST Member.

Level 3: Family is not responsive with initial FAST intervention. A more specific action plan is enforced, including accrual of Family Accountability Points, as needed.

Level 4: Family remains disengaged. Truancy policy initiated.

The Family Compliance Liaison will be in contact to explain the process of moving forward.

If you have any questions, comments, or ideas, please feel free to contact the Family Compliance Liaison. Our goal of helping your student find educational success with ITCA is still the same.

Sincerely,

NAME  
Title  
Email

## Appendix G Back on Track Plan

*This BOT Plan serves as a reference only. Edits and additions to this letter may occur during authoring.*

### Idaho Technical Career Academy Back on Track (BOT) Plan

Date Student Student ID Learning Coach (LC) Conference Mode FAST Member Teacher(s) Student reading email LC reading email NEXT FAST Follow-up	
--	--

<b>First Priorities to be Completed ASAP</b> (this could include testing, projects, or other tasks that need to get done first)
1. 2.

Teacher	Subject	Progress Week 1 [date]	Progress Week 2 [date]	Class specific assignments to focus on to get caught up (in addition to tasks currently due)

Student/LC to answer:

1. What is keeping student from being engaged?	
2. What can be changed to help student be engaged?	

Teacher, FAST Member, and student/LC to answer together:

1. What will student do to get caught up on academics (e.g. what times will s/he be working, who will help, what supplies do they need, etc.)?	
2. What support does LC need to assist their students (e.g. organization techniques)? Provided by whom?	
3. How often will FAST Member conference with student and/or LC?	

Student Responsibilities	LC Responsibilities	FAST Member Responsibilities	Teacher Responsibilities
1. Attend or view and submit survey for ALL Class Connect Sessions on daily plan; 2. Submit ALL assignments to teacher as required; 3. Read/respond to email each day; 4. _____	1. Be sure student follows along on assigned responsibilities; 2. Log attendance daily; 3. Read/respond to emails each day; 4. Make sure student is available for weekly conference;	1. Read/respond to emails; 2. Hold conferences with students and/or LC each week, or as outlined in the plan; 3. Provide necessary extra resources and support to LC and student; 4. _____	1. Read/respond to emails; 2. Offer assistance to students; 3. _____ 4. _____ 5. _____

5. _____ 6. _____	5. Meet with teacher/FAST member as required; 6. _____ 7. _____ 8. _____	5. _____ 6. _____	
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A response is required within 24 hours by student and/or LC to indicate you received and understand this Plan.

\*\*Edits or addendums can be added to this Plan, which may include but is not limited to Family Accountability Point accrual.

Positive Consequences: This Back on Track Plan will cease (after non-compliance is no longer an issue) and the student will achieve and remain in good standing at Idaho Technical Career Academy.
Alternative Consequences: FAPS will be issued and if ten FAPs are received, student can be considered for withdrawal from ITCA.

## Appendix H

### Blank Celebration Report

#### BLANK WEEKLY CELEBRATION REPORT

#### Celebration Report!

ITCA knows you are working hard, and we want to celebrate your effort and success!

Accomplishments from last check in!

This is a great start to awesome progress making.

Now, let's plan the items we will celebrate in our next check in!

Future Accomplishments	Goal date to celebrate!

Remember our overall goal is to get you caught up in all courses. Each one of these successes helps get you closer to being back on track!

Keep up the good work!

## Appendix I

### Example of High School Celebration Report

Celebration Report!

ITCA knows you are working hard, and we want to celebrate your effort and success!

Accomplishments from last check in!
Hi J.. Your weekly minutes in school last week were low again but your grades in Anthropology, Health and Advisory are passing so this is good.
If you could find more time this week to work and get all your grades up I can promote you to level 1 and out of FAST.
Can you find more time to work this week please?
If you can get Science up to passing I can promote you to level 1 before the end of the year.

This is fantastic. Great job!

Now, let's plan the items we will celebrate in our next check in! (If you have already completed the items below and need a different assignment for some reason you need to k-mail your request to me and I will update)

Future Accomplishments	Goal date to celebrate!
Email: Check daily. Make sure new email is set up.	5/21- Saturday
Advisory: Keep up with assignments	5/21- Saturday
Anthropology: Keep up with assignments through 6.08/ 4 Overdue assignments/ Grade is at 68%	5/21- Saturday
Health: assignments need completed this week through 7.02/ 8 overdue assignment/ grade is currently at 68%	5/21- Saturday
Physical Science; Keep up with assignments through 9.01/ 13 overdue assignments/ improve grade from 51% Get this grade to passing and I can promote to level 1 when all classes are passing grades.	5/21- Saturday

Remember our overall goal is to get you caught up in all courses. Each one of these successes helps get you closer to being back on track!

Keep up the good work!

## Appendix J

### FAST Referral Tracker

*Note: some edits or additions to the Tracker could be made after the screenshots were taken for this appendix page. Always follow the directions on the live Tracker page.*

#### FAST Tracker Referral Form

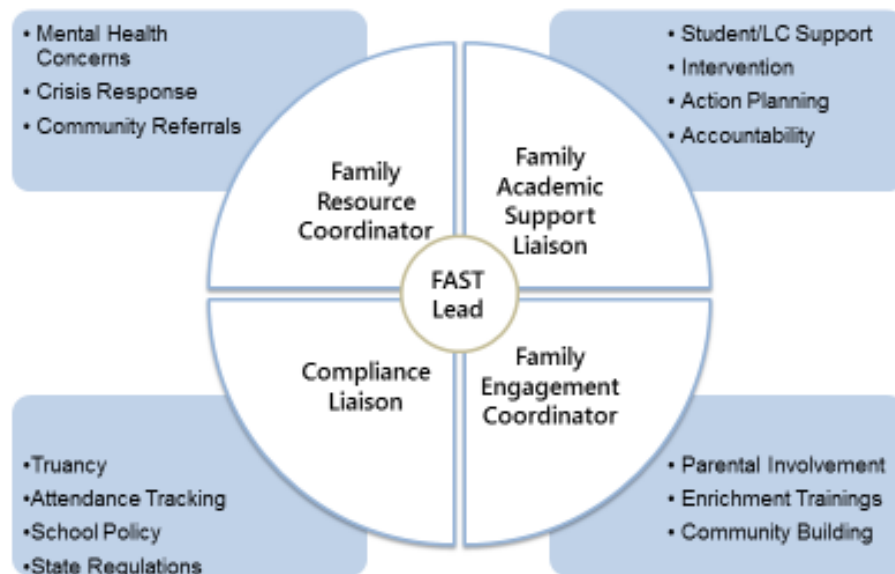
Student ID	<input type="text"/>	▲
Family ID	<input type="text"/>	▲
Student First Name	<input type="text"/>	▲
Student Last Name	<input type="text"/>	▲
Student Grade	<input type="text"/>	▲ ▼
Special Programs	<input type="text"/>	▼
Lead	<input type="text"/>	▲ ▼
Lead Approval Status	<input type="text"/>	▲ ▼
Approval Comments	<input type="text"/>	
HR Teacher	<input type="text"/>	▲ ▼
Is Student Truant	<input type="text"/>	▲ ▼
If Yes, Number of Truant Days	<input type="text"/>	
FSL Reason(s) for Referral-1	<input type="text"/>	▲ ▼
FSL Reason(s) for Referral-2	<input type="text"/>	▼
FSL Reason(s) for Referral-3	<input type="text"/>	▼
FRC Reason(s) for Referral-1	<input type="text"/>	▲ ▼



### *Family Academic Support Team (FAST)*

In SY2016-2017, ITCA has a four member FAST team dedicated to providing wraparound services for struggling learners. The goals of FAST are as follows:

- Develop the capacity of students and families from a **strength-based** perspective
- Help students **stay on track** through early interventions, wrap-around supports and engagement strategies
- **Work through non-academic issues** with students and families in order to remove barriers to school success
- Create a **positive, welcoming, and supportive school climate** during **Strong Start** and throughout the year that allow a range of opportunities for parental involvement
- Develop **community partnerships** in order to better support students and families with social, emotional, and medical issues
- Foster student **connectedness** and nurture student **motivation**
- Improve student **retention** to **promote** students to the next grade level and achieve on time **graduation**



This new, wrap-around intervention strategy has worked extremely well for many of ITCA students in need. For example, "Lisa" came to ITCA failing every course and had a general apathy towards school. She was overwhelmed and didn't know how to manage her time or organize her work. The Family Academic Support Liaison (FASL) was able to work with her to re-engage her, and help her with time management strategies. This resulted in much improved achievement levels. "Lisa" is now passing all of her classes. The parent says that the program was a 'Godsend' for her.

Five students have been exited from the FAST program, as demonstrated by their academic re-engagement. The FAST team is currently working with 19 students. First semester data from the 2016-17 school year indicates that students who have been engaged in the FAST program for four weeks have demonstrated a 6.98% increase in ELA scores and a 7.31% increase in their math scores.

**IDAHO TECHNICAL CAREER ACADEMY**  
**EXHIBIT 4**  
**HIGH SCHOOL COURSE ALIGNMENTS**

MTH128 Summit Algebra 1				
Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
<b>Semester A</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Expressions and Problem Solving</b>				
3	Unit A1	1	Exchange Ideas	Threaded Discussion Board
4	Unit A1	2	Expressions	6.EE.A.1: Write and evaluate numerical expressions involving whole-number exponents.; 6.EE.A.2.c: Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube HSA.SSE.A.1.a: Interpret expressions that represent a quantity in terms of its context.a. Interpret parts of an expression, such as terms, factors, and coefficients.;
5	Unit A1	3	Variables	6.EE.A.2.c: Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$ .; 6.EE.B.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given
6	Unit A1	4	Equations	HSA.SSE.A.1.a: Interpret expressions that represent a quantity in terms of its context.a. Interpret parts of an expression, such as terms, factors, and coefficients.;
7	Unit A1	5	Translate Words into Variable Expressions	6.EE.A.2.c: Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$ .; 6.EE.B.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given
8	Unit A1	6	Translate Words into Equations	6.EE.A.2.a: Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$ .; 6.EE.B.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.; 7.EE.B.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
9	Unit A1	7	Your Choice	
10	Unit A1	8	Problem Solving	6.EE.A.2.a: Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$ .; 6.EE.B.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.; 7.EE.B.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
11	Unit A1	9	Dimensional Analysis	7.EE.B.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
12	Unit A1	10	Structure and Meaning	HSA.SSE.A.1.a: Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.; HSA.SSE.A.1.b: Interpret expressions that represent a quantity in terms of its context. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$ .
13	Unit A1	11	Unit Review	
14	Unit A1	12	Unit Test	
<b>Sem A Unit 2 One-Variable Linear Equations and Inequalities</b>				
15	Unit A2	1	Exchange Ideas	
16	Unit A2	2	One-Step Equations	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
17	Unit A2	3	Multiple Transformations	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
18	Unit A2	4	Variables on Both Sides of an Equation	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
19	Unit A2	5	Your Choice	
20	Unit A2	6	Applications of Linear Equations	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
21	Unit A2	7	Solve Literal Equations	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
22	Unit A2	8	Your Choice	
23	Unit A2	9	Solve Inequalities	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
24	Unit A2	10	Applications of Inequalities	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
25	Unit A2	11	Reasoning	HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
26	Unit A2	12	Unit Review	
27	Unit A2	13	Unit Test	
<b>Interim Checkpoint 1</b>				
28			Interim Checkpoint 1	
29			Your Choice	
30			Your Choice	
<b>Sem A Unit 3 Two-Variable Linear Equations and Inequalities</b>				
31	Unit A3	1	Exchange Ideas	
32	Unit A3	2	Graphs of Lines	HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.; HSA.REI.D.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be
33	Unit A3	3	Forms of Linear Equations	HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
34	Unit A3	4	Write Equations of Lines	HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
35	Unit A3	5	Your Choice	

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
36	Unit A3	6	Graph Linear Inequalities	HSA.REI.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.; HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations
37	Unit A3	7	Systems of Linear Inequalities	HSA.REI.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.; HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations
38	Unit A3	8	Constraints	HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
39	Unit A3	9	Unit Review	
40	Unit A3	10	Unit Test	
Sem A Unit 4 Working with Functions				
41	Unit A4	1	Exchange Ideas	
42	Unit A4	2	Relations and Functions	HSF.IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .; HSF.IF.A.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
43	Unit A4	3	Function Equations	HSF.IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .; HSF.IF.A.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
44	Unit A4	4	Extended Problems: Function Applications	
45	Unit A4	5	Your Choice	
46	Unit A4	6	Linear Functions	HSF.IF.C.7.a: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.; HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and
47	Unit A4	7	Transform Linear Functions	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
48	Unit A4	8	Intercepts	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
49	Unit A4	9	Think About Domain and Range	HSF.IF.B.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate domain for the function.
50	Unit A4	10	Absolute Value Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
51	Unit A4	11	Piecewise-Defined Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
52	Unit A4	12	Step Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
53	Unit A4	13	Unit Review	
54	Unit A4	14	Unit Test	
<b>Interim Checkpoint 2</b>				
55			Interim Checkpoint 2	
56			Your Choice	
57			Your Choice	
<b>Sem A Unit 5 Radicals and Exponents</b>				
58	Unit A5	1	Exchange Ideas	
59	Unit A5	2	Irrational Numbers	HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational
60	Unit A5	3	Simplify Radical Expressions	HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents.
61	Unit A5	4	Operations with Radical Expressions	HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational
62	Unit A5	5	Properties of Rational and Irrational Numbers	HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational
63	Unit A5	6	Your Choice	
64	Unit A5	7	Properties of Exponents	HSN.RN.A.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.; HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of
65	Unit A5	8	Growth and Decay Equations	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
66	Unit A5	9	Rewrite Exponential Expressions	HSA.SSE.B.3.c: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
67	Unit A5	10	Unit Review	
68	Unit A5	11	Unit Test	
<b>Sem A Unit 6 Exponential Functions</b>				
69	Unit A6	1	Exchange Ideas	
70	Unit A6	2	Graph Exponential Functions	HSA.REI.D.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).; HSF.IF.C.7.e: ;Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
71	Unit A6	3	Features of Exponential Functions	HSF.IF.C.7.e: ;Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.; HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
72	Unit A6	4	Transform Exponential Functions	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
73	Unit A6	5	Your Choice	
74	Unit A6	6	Interpret Exponential Graphs	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
75	Unit A6	7	Average Rate of Change	HSF.IF.B.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
76	Unit A6	8	Identify Linear and Exponential Functions	HSF.LE.A.1.a: Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.; HSF.LE.A.1: Distinguish between situations that can be modeled with linear functions and with exponential functions.
77	Unit A6	9	Multiple Representations	HSF.IF.C.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
78	Unit A6	10	Unit Review	
79	Unit A6	11	Unit Test	
<b>Sem A Unit 7 Sequences and Modeling with Functions</b>				
80	Unit A7	1	Exchange Ideas	
81	Unit A7	2	Sequences and Patterns	HSF.IF.A.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ .
82	Unit A7	3	Arithmetic Sequences	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
83	Unit A7	4	Geometric Sequences	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
84	Unit A7	5	Extended Problems:	



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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
85	Unit A7	6	Your Choice	
86	Unit A7	7	Function Parameters	HSF.LE.B.5: Interpret the parameters in a linear or exponential function in terms of a context.
87	Unit A7	8	Model Linear Relationships	HSF.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
88	Unit A7	9	Model Exponential Relationships	HSF.LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
89	Unit A7	10	Unit Review	
90	Unit A7	11	Unit Test	
<b>Semester 2</b>				
Day			Title	
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem B Unit 1 Systems of Equations</b>				
3	Unit B1	1	Exchange Ideas	
4	Unit B1	2	Graphs of Systems	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
5	Unit B1	3	Approximate Solutions with Graphs	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
6	Unit B1	4	Graph Systems to Solve Equations	HSA.REI.D.11: Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
7	Unit B1	5	Your Choice	
8	Unit B1	6	Substitution Method	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
9	Unit B1	7	Linear Combination	HSA.REI.C.5: Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.; HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
10	Unit B1	8	Linear Combination with Multiplication	HSA.REI.C.5: Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.; HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
11	Unit B1	9	Applications: Systems of Linear Equations	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
12	Unit B1	10	Unit Review	
13	Unit B1	11	Unit Test	
<b>Sem B Unit 2 Polynomials</b>				
14	Unit B2	1	Exchange Ideas	
15	Unit B2	2	Overview of Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
16	Unit B2	3	Add and Subtract Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
17	Unit B2	4	Multiply with Monomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
18	Unit B2	5	Your Choice	

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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
19	Unit B2	6	Multiply Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
20	Unit B2	7	Your Choice	
21	Unit B2	8	Common Factors of Polynomials	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
22	Unit B2	9	Factor Perfect Squares	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
23	Unit B2	10	Factor Differences of Squares	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
24	Unit B2	11	Factor Quadratic Trinomials	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
25	Unit B2	12	Find Roots of a Polynomial	HSA.SSE.B.3.a: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it
26	Unit B2	13	Unit Review	
27	Unit B2	14	Unit Test	
Interim Checkpoint 3				
28			Interim Checkpoint 3	
29			Your Choice	
Sem B Unit 3 Quadratic Equations				
30	Unit B3	1	Exchange Ideas	
31	Unit B3	2	Solve Perfect Square Equations	HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
32	Unit B3	3	Complete the Square	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
33	Unit B3	4	The Quadratic Formula	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
34	Unit B3	5	The Discriminant	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
35	Unit B3	6	Your Choice	



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Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
36	Unit B3	7	Solve Quadratic Equations	HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
37	Unit B3	8	Formulas with Quadratics	HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
38	Unit B3	9	Applications: Quadratic Equations	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.; HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.
39	Unit B3	10	Unit Review	
40	Unit B3	11	Unit Test	
<b>Sem B Unit 4 Quadratic Functions</b>				
41	Unit B4	1	Exchange Ideas	
42	Unit B4	2	Standard Form of a Quadratic Function	HSF.IF.C.7.a: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
43	Unit B4	3	Other Forms of a Quadratic Function	HSF.IF.C.7.a: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
44	Unit B4	4	Convert Between Forms	HSF.IF.C.8.a: Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.; HSA.SSE.B.3.a: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines.; HSA.SSE.B.3.b: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
45	Unit B4	5	Your Choice	
46	Unit B4	6	Transform Quadratic Functions	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
47	Unit B4	7	Quadratic Rates of Change	HSF.IF.B.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.; HSF.LE.A.3: Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
48	Unit B4	8	Linear/Quadratic Systems	HSA.REI.C.7: Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$ .
49	Unit B4	9	Your Choice	
50	Unit B4	10	Model with Quadratic Functions	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

MTH128 Summit Algebra 1				
Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
51	Unit B4	11	Interpret Quadratic Function Graphs	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
52	Unit B4	12	Unit Review	
53	Unit B4	13	Unit Test	
<b>Interim Checkpoint 4</b>				
54			Interim Checkpoint 4	
55			Your Choice	
<b>Sem B Unit 5 Univariate Data</b>				
56	Unit B5	1	Exchange Ideas	
57	Unit B5	2	Measures of Center	HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
58	Unit B5	3	Frequency Distributions	HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
59	Unit B5	4	Box-and-Whisker Plots	HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
60	Unit B5	5	Your Choice	
61	Unit B5	6	Measures of Spread	HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
62	Unit B5	7	Appropriate Measures	HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.; HSS.ID.A.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of
63	Unit B5	8	Discuss/Extended Problems: Comparing Data Sets	HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
64	Unit B5	9	Fences and Outliers	HSS.ID.A.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).; HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
65	Unit B5	10	Unit Review	
66	Unit B5	11	Unit Test	
<b>Sem B Unit 6 Bivariate Data</b>				
67	Unit B6	1	Make Two-Way Tables	HSS.ID.B.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
68	Unit B6	2	Interpret Two-Way Tables	HSS.ID.B.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
69	Unit B6	3	Your Choice	
70	Unit B6	4	Scatterplots	HSS.ID.B.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are
71	Unit B6	5	Association	HSS.ID.C.8: Compute (using technology) and interpret the correlation coefficient of a linear fit.
72	Unit B6	6	The Correlation Coefficient	HSS.ID.C.8: Compute (using technology) and interpret the correlation coefficient of a linear fit.
73	Unit B6	7	Correlation and Causation	HSS.ID.C.9: Distinguish between correlation and causation.
74	Unit B6	8	Your Choice	
75	Unit B6	9	Fit a Line to Data	HSS.ID.B.6.a: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.; HSS.ID.C.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in

MTH128 Summit Algebra 1				
Day	Unit	Lesson Number	Lesson Title	Common Core State Standards
76	Unit B6	10	Least Squares Regression	HSS.ID.B.6.a: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.; HSS.ID.C.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in
77	Unit B6	11	Quadratic Regression Models	HSS.ID.B.6.a: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential
78	Unit B6	12	Exponential Regression Models	HSS.ID.B.6.a: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential
79	Unit B6	13	Residuals	HSS.ID.B.6.b: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. b. Informally assess the fit of a function by plotting and analyzing residuals.
80	Unit B6	14	Unit Review	
81	Unit B6	15	Unit Test	
Sem B Unit 7 Project				
82			Project Day	
83			Project Day	
84			Project Day	
85			Project Day	
86			Project Day	
End of Course Assessment				
87			Semester 1 Test (Part 1 & 2)	
88			Your Choice	
89			Semster 2 Test (Part 1 & 2)	
90			Your Choice	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
<b>Semester A</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Basic Tools and Transformations</b>				
3	Unit A1	1	Exchange ideas	
4	Unit A1	2	Basic Geometric Terms and Definitions 1	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
5	Unit A1	3	Basic Geometric Terms and Definitions 2	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
6	Unit A1	4	Measuring Length	7.NS.A.1.c: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world situations.
7	Unit A1	5	Measuring Angles	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.; 7.G.B.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.; 8.G.A.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.; 7.G.A.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle.
8	Unit A1	6	Transformations 1	HSG.CO.A.2: Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).; HSG.CO.A.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
9	Unit A1	7	Transformations 2	HSG.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
10	Unit A1	8	Discuss: Transformations	HSG.CO.A.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
11	Unit A1	9	Your Choice	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
12	Unit A1	10	Using Algebra to Describe Geometry 1	HSG.CO.A.2: Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
13	Unit A1	11	Using Algebra to Describe Geometry 2	HSG.CO.A.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
14	Unit A1	12	Polygons and Symmetry 1	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; 5.G.B.4: Classify two-dimensional figures in a hierarchy based on properties.
15	Unit A1	13	Polygons and Symmetry 2	HSG.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
16	Unit A1	14	Dilations	HSG.SRT.A.1.a: Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.; HSG.SRT.A.1.b: Verify experimentally the properties of dilations given by a center and a scale factor: b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
17	Unit A1	15	Unit Review	
18	Unit A1	16	Unit Test	
Sem A Unit 2 Reasoning and Proof				
19	Unit A2	1	Exchange ideas	
20	Unit A2	2	Reasoning 1	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
21	Unit A2	3	Reasoning 2	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a <del>parallelogram bisect each other and conversely rectangles are parallelograms with</del>
22	Unit A2	4	Reasoning 3	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a <del>parallelogram bisect each other and conversely rectangles are parallelograms with</del>
23	Unit A2	5	Your Choice	
24	Unit A2	6	Styles of Proofs	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a <del>parallelogram bisect each other and conversely rectangles are parallelograms with</del>
25	Unit A2	7	Algebraic Proof	HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
26	Unit A2	8	Geometric Two- Column Proof	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.; HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.; HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with
27	Unit A2	9	Unit Review	
28	Unit A2	10	Unit Test	
Interim Checkpoint 1				
43			Interim Checkpoint 1	
44			Your Choice	
45			Your Choice	
Sem A Unit 3 Congruence and Constructions				
29	Unit A3	1	Exchange ideas	
30	Unit A3	2	Constructions of Segments, Angles, and Bisectors	HSG.CO.D.12: Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
31	Unit A3	3	Vertical Angle Relationships	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
32	Unit A3	4	Congruent Polygons and Their Corresponding Parts 1	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
33	Unit A3	5	Congruent Polygons and Their Corresponding Parts 2	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
34	Unit A3	6	Your Choice	
35	Unit A3	7	Triangle Congruence: SSS, SAS, and ASA 1	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.; HSG.CO.B.8: Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.



Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
36	Unit A3	8	Triangle Congruence: SSS, SAS, and ASA 2	HSG.CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.; HSG.CO.B.8: Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
37	Unit A3	9	Your Choice	
38	Unit A3	10	Constructions with Polygons 1	HSG.CO.D.13: Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
39	Unit A3	11	Constructions with Polygons 2	HSG.CO.D.13: Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
40	Unit A3	12	Congruence and Rigid Motions	HSG.CO.B.6: Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
41	Unit A3	13	Unit Review	
42	Unit A3	14	Unit Test	
Sem A Unit 4 Analytic Geometry				
46	Unit A4	1	Exchange ideas	
47	Unit A4	2	Rectangles, Triangles, and Composite Figures	HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
48	Unit A4	3	Computing Area and Perimeter with Coordinates	HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
49	Unit A4	4	Your Choice	
50	Unit A4	5	Applications of Coordinates	7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.; HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
51	Unit A4	6	Parallel and Perpendicular Lines	HSG.GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
52	Unit A4	7	Using Slope	HSG.GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
53	Unit A4	8	Your Choice	
54	Unit A4	9	Coordinate Proofs	HSG.GPE.B.4: Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$ .
55	Unit A4	10	Unit Review	
56	Unit A4	11	Unit Test	
Interim Checkpoint 2				
57			Interim Checkpoint 2	
58			Your Choice	



Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
59			Your Choice	
<b>Sem A Unit 5 Line and Triangle Relationships</b>				
60	Unit A5	1	Exchange ideas	
61	Unit A5	2	Parallel Lines and Transversals 1	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
62	Unit A5	3	Parallel Lines and Transversals 2	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
63	Unit A5	4	Converses of Parallel Line Properties 1	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
64	Unit A5	5	Your Choice	
65	Unit A5	6	Converses of Parallel Line Properties 2	HSG.CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
66	Unit A5	7	The Triangle Sum Theorem 1	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
67	Unit A5	8	The Triangle Sum Theorem 2	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
68	Unit A5	9	Isosceles and Equilateral Triangles	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
69	Unit A5	10	Your Choice	
70	Unit A5	11	Bisectors of a Triangle - Circumcenter	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
71	Unit A5	12	Bisectors of a Triangle - Incenter	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
72	Unit A5	13	Medians of a Triangle – Centroid and Orthocenter	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
73	Unit A5	14	Triangle Midsegment Theorem	HSG.CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
74	Unit A5	15	Quadrilaterals and Their Properties 1	HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
75	Unit A5	16	Quadrilaterals and Their Properties 2	HSG.GPE.B.4: Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$ .; HSG.GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
76	Unit A5	17	Parallelograms 1	HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
77	Unit A5	18	Parallelograms 2	HSG.CO.C.11: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
78	Unit A5	19	Unit Review	
79	Unit A5	20	Unit Test	
Sem A Unit 6 Similarity				
80	Unit A6	1	Exchange ideas	
81	Unit A6	2	Dilations	HSG.SRT.A.1.a: Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
82	Unit A6	3	Dilations and Scale Factors	HSG.SRT.A.1.b: Verify experimentally the properties of dilations given by a center and a scale factor: b. The dilation of a line segment is longer or shorter in the ratio given by the
83	Unit A6	4	Your Choice	
84	Unit A6	5	Directed Line Segments	HSG.GPE.B.6: Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
85	Unit A6	6	Similar Polygons 1	HSG.SRT.A.2: Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
86	Unit A6	7	Your Choice	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
87	Unit A6	8	Similar Polygons 2	HSG.SRT.A.2: Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
88	Unit A6	9	Extended Problems: Similarity	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
89	Unit A6	10	Unit Review	
90	Unit A6	11	Unit Test	
Semester B				
Course Introduction and Readiness Checkpoint				
1			Course Introduction	
2			Readiness Checkpoint	
Sem B Unit 1 Triangle Similarity				
3	Unit B1	1	Exchange ideas	
4	Unit B1	2	Triangle Similarity	HSG.SRT.A.3: Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
5	Unit B1	3	Triangle Similarity and Congruence	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
6	Unit B1	4	Applications of Triangle Similarity	HSG.SRT.B.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
7	Unit B1	5	Your Choice	
8	Unit B1	6	Triangle Proportionality Theorem 1	HSG.SRT.B.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.; HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied
9	Unit B1	7	Triangle Proportionality Theorem 2	HSG.SRT.B.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.; HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied
10	Unit B1	8	Similarity and the Pythagorean Theorem	HSG.SRT.B.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.; HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied
11	Unit B1	9	Unit Review	
12	Unit B1	10	Unit Test	
Sem B Unit 2 Area & Volume				
13	Unit B2	1	Exchange ideas	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
14	Unit B2	2	Circumferences and Areas of Circles 1	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.; HSG.GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.; 7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
15	Unit B2	3	Circumferences and Areas of Circles 2	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.; HSG.GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.; 7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
16	Unit B2	4	Composite Figures	HSG.GPE.B.7: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.; 7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
17	Unit B2	5	Your Choice	
18	Unit B2	6	Volumes of Pyramids	HSG.GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.; HSG.GMD.A.3: Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
19	Unit B2	7	Volumes of Cones	HSG.GMD.A.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.; HSG.GMD.A.3: Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
20	Unit B2	8	Volume and Surface Area of Spheres	HSG.GMD.A.2: Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.; HSG.GMD.A.3: Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
21	Unit B2	9	Volume Ratios	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
22	Unit B2	10	Reasoning About Area and Volume	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
23	Unit B2	11	Unit Review	
24	Unit B2	12	Unit Test	
Interim Checkpoint 3				
25			Interim Checkpoint 3	
26			Your Choice	
Sem B Unit 3 Circles				
27	Unit B3	1	Exchange ideas	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
28	Unit B3	2	Relationships Between Triangles and Circles 1	HSG.C.A.3: Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
29	Unit B3	3	Relationships Between Triangles and Circles 2	HSG.C.A.3: Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
30	Unit B3	4	Your Choice	
31	Unit B3	5	Chords and Arcs 1	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
32	Unit B3	6	Chords and Arcs 2	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
33	Unit B3	7	Tangents to Circles 1	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
34	Unit B3	8	Your Choice	
35	Unit B3	9	Tangents to Circles 2	HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
36	Unit B3	10	Inscribed Angles and Arcs 1	HSG.C.A.3: Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
37	Unit B3	11	Inscribed Angles and Arcs 2	HSG.C.A.3: Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
38	Unit B3	12	Similarity in Circles	HSG.C.A.1: Prove that all circles are similar.
39	Unit B3	13	Radian Measure	HSG.C.B.5: Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
40	Unit B3	14	Sector Areas	HSG.C.B.5: Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
41	Unit B3	15	Unit Review	
42	Unit B3	16	Unit Test	
Sem B Unit 4 Right Triangle Trigonometry				
43	Unit B4	1	Exchange ideas	
44	Unit B4	2	Tangents 1	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
45	Unit B4	3	Tangents 2	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles
46	Unit B4	4	Sines and Cosines 1	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.; HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles
47	Unit B4	5	Sines and Cosines 2	HSG.SRT.C.7: Explain and use the relationship between the sine and cosine of complementary angles.
48	Unit B4	6	Discuss: Applications of Trigonometry	HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
49	Unit B4	7	Your Choice	
50	Unit B4	8	Special Right Triangles 1	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; 7.G.B.6: Solve real- world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
51	Unit B4	9	Special Right Triangles 2	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.; 7.G.B.6: Solve real- world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
52	Unit B4	10	Use Special Right Triangles to Determine the Surface Area of a Regular Pyramid	HSG.SRT.B.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
53	Unit B4	11	Derive Formula for Area of a Triangle	HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.; HSG.SRT.C.9: Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
54	Unit B4	12	Law of Sines	HSG.SRT.D.10: Prove the Laws of Sines and Cosines and use them to solve problems.; HSG.SRT.D.11: Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant
55	Unit B4	13	Law of Cosines	HSG.SRT.D.10: Prove the Laws of Sines and Cosines and use them to solve problems.; HSG.SRT.D.11: Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant
56	Unit B4	14	Apply the Laws of Sines and Cosines	HSG.SRT.D.11: Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant
57	Unit B4	15	Unit Review	
58	Unit B4	16	Unit Test	
Interim Checkpoint 4				
59			Interim Checkpoint 4	
60			Your Choice	
Sem B Unit 5 Conic Sections				
61	Unit B5	1	Exchange ideas	

Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
62	Unit B5	2	Introduction to Conic Sections	HSG.GMD.B.4: Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional
63	Unit B5	3	Circles 1	HSG.GPE.A.1: Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by
64	Unit B5	4	Your Choice	
65	Unit B5	5	Circles 2	HSG.GPE.A.1: Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by
66	Unit B5	6	Parabolas	HSG.GPE.A.2: Derive the equation of a parabola given a focus and directrix.
67	Unit B5	7	Deriving Conic Equations	HSG.GPE.A.2: Derive the equation of a parabola given a focus and directrix.
68	Unit B5	8	Unit Review	
69	Unit B5	9	Unit Test	
Sem B Unit 6 Modeling with Geometry				
70	Unit B6	1	Exchange ideas	
71	Unit B6	2	Cross Sections of Three-Dimensional Objects	HSG.GMD.B.4: Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional
72	Unit B6	3	Three- Dimensional Objects Generated by Rotating Two-Dimensional Objects	HSG.GMD.B.4: Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
73	Unit B6	4	Your Choice	
74	Unit B6	5	Geometry on Earth	HSG.MG.A.1: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
75	Unit B6	6	Manufacturing: Design and Optimization	HSG.MG.A.3: Apply geometric methods to solve design problems (e.g. designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
76	Unit B6	7	Density in Two Dimensions	HSG.MG.A.1: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
77	Unit B6	8	Density in Three Dimensions	HSG.MG.A.2: Apply concepts of density based on area and volume in modeling situations. (e.g., persons per square mile, BTUs per cubic foot).
78	Unit B6	9	Your Choice	
79	Unit B6	10	Fermi Problems	
80	Unit B6	11	Unit Review	
81	Unit B6	12	Unit Test	
Sem B Unit 7 Project				
82			Project Day	
83			Project Day	
84			Project Day	
85			Project Day	
86			Project Day	
End of Course Assessment				
87			Semester 1 Test (Part 1 & 2)	



Summit Geometry				
Day	Unit	Lesson Number	Title	CC Standard(s)
88			Your Choice	
89			Semster 2 Test (Part 1 & 2)	
90			Your Choice	



Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
<b>Semester A</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Probability Distributions</b>				
3	Unit A1	1	Exchange ideas	
4	Unit A1		Creating Probability Distributions	HSS.MD.A.1: Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.; HSS.MD.A.3: Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a <del>multiple-choice test where each question has four choices</del> and find the expected grade
5	Unit A1	3	Interpreting Probability Distributions	HSS.MD.A.1: Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.; HSS.MD.A.3: Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a <del>multiple-choice test where each question has four choices</del> and find the expected grade
6	Unit A1	4	Binomial Distributions	HSS.MD.A.1: Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.; HSS.MD.A.3: Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a <del>multiple-choice test where each question has four choices</del> and find the expected grade
7	Unit A1	5	Discuss: Model vs Experiment	
8	Unit A1	6	Your Choice	
9	Unit A1	7	Continuous Random Variables	HSS.MD.A.1: Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
10	Unit A1	8	The Normal Distribution	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
11	Unit A1	9	Standardizing Data	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
12	Unit A1	10	Comparing Scores	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
13	Unit A1	11	Your Choice	
14	Unit A1	12	The Standard Normal Curve	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
15	Unit A1	13	Finding Standard Scores	HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
16	Unit A1	14	Unit Review	
17	Unit A1	15	Unit Test	
Sem A Unit 2 Data Gathering and Analysis				
18	Unit A2	1	Exchange Ideas	
19	Unit A2	2	Sample and Population	HSS.IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.; HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
20	Unit A2	3	Statistics and Parameters	HSS.IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.; HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
21	Unit A2	4	Extended Problems: Data Gathering with Uncertainty	
22	Unit A2	5	Your Choice	
23	Unit A2	6	Simulations	HSS.IC.A.2: Decide if a specified model is consistent with results from a given data-generating process, e.g. using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?; HSS.IC.B.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
24	Unit A2	7	Margin of Error	HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
25	Unit A2	8	Surveys, Experiments, Studies, and Reports	HSS.IC.B.6: Evaluate reports based on data.; HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
26	Unit A2	9	Unit Review	
27	Unit A2	10	Unit Test	
Interim Checkpoint 1				

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
28			Interim Checkpoint 1	
29			Your Choice	
30			Your Choice	
<b>Sem A Unit 3 Systems of Linear Equations and Inequalities</b>				
31	Unit A3	1	Exchange Ideas	
32	Unit A3	2	Solving Systems of Two Linear Equations	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
33	Unit A3	3	Solving Systems of Three Linear Equations	HSA.REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
34	Unit A3	4	Your Choice	
35	Unit A3	5	Inequalities in One Variable	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
36	Unit A3	6	Compound Inequalities	HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
37	Unit A3	7	Inequalities in Two Variables	HSA.REI.D.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-
38	Unit A3	8	Systems of Linear Inequalities	HSA.REI.D.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-
39	Unit A3	9	Linear Programming	HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
40	Unit A3	10	Applications of Linear Programming	HSA.CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
41	Unit A3	11	Unit Review	
42	Unit A3	12	Unit Test	
<b>Sem A Unit 4 Radicals and Complex Numbers</b>				
43	Unit A4	1	Exchange Ideas	

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
44	Unit A4	2	Square Roots	HSN.RN.A.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5. HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents. HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a
45	Unit A4	3	Simplifying Radical Expressions	HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents. HSN.RN.B.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
46	Unit A4	4	Fractional Exponents and Higher Roots	HSN.RN.A.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5. HSN.RN.A.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents.
47	Unit A4	5	Your Choice	
48	Unit A4	6	Imaginary Numbers	HSN.CN.A.1: Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real. HSN.CN.A.2: Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex
49	Unit A4	7	Complex Numbers	HSN.CN.A.1: Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.; HSN.CN.A.2: Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex
50	Unit A4	8	Your Choice	
51	Unit A4	9	Unit Review	
52	Unit A4	10	Unit Test	
Interim Checkpoint 2				
53			Interim Checkpoint 2	
54			Your Choice	
55			Your Choice	
Sem A Unit 5 Polynomials				
56	Unit A5	1	Exchange Ideas	
57	Unit A5	2	Working with Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
58	Unit A5	3	Multiplying Polynomials	HSA.APR.A.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
59	Unit A5	4	Your Choice	

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
60	Unit A5	5	Factoring Patterns	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
61	Unit A5	6	More Factoring Patterns	HSA.SSE.A.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .
62	Unit A5	7	Solving Polynomial Equations	HSA.SSE.B.3.a: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a + bi$ for real numbers $a$ and $b$ .
63	Unit A5	8	Your Choice	
64	Unit A5	9	Solving Quadratic Equations	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .; N.CN.7: HSN.CN.C.7: Solve quadratic equations with real coefficients that have complex solutions.; HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
65	Unit A5	10	The Quadratic Formula	HSA.REI.B.4.a: Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.; HSA.REI.B.4.b: Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .; N.CN.7: HSN.CN.C.7: Solve quadratic equations with real coefficients that have complex solutions.; HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
66	Unit A5	11	Factoring Over the Complex Numbers	HSN.CN.C.8: Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .
67	Unit A5	12	Unit Review	
68	Unit A5	13	Unit Test	
<b>Sem A Unit 6 Polynomial Functions</b>				
69	Unit A6	1	Exchange Ideas	

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
70	Unit A6	2	Power Functions	HSF.IF.C.7.c: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
71	Unit A6	3	Polynomial Long Division	HSA.APR.D.6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.
72	Unit A6	4	Synthetic Division	HSA.APR.D.6: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.
73	Unit A6	5	Your Choice	
74	Unit A6	6	The Polynomial Remainder Theorem	HSA.APR.B.2: Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .; HSA.APR.B.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the
75	Unit A6	7	Factors and Rational Roots	HSA.APR.B.2: Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .; HSA.APR.B.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the
76	Unit A6	8	Graphing Polynomial Functions	HSA.APR.B.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.; HSF.IF.C.7.c: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and
77	Unit A6	9	The Fundamental Theorem of Algebra	HSN.CN.C.9: Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
78	Unit A6	10	Unit Review	
79	Unit A6	11	Unit Test	
Sem A Unit 7 Rational Expressions				
80	Unit A7	1	Exchange Ideas	
81	Unit A7	2	Solving Radical Equations	HSA.REI.A.2: Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.; HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
82	Unit A7	3	Extended Problems: Extraneous Solutions	
83	Unit A7	4	Rational Expressions	HSA.APR.D.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.; HSA.SSE.A.1.a: Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.; HSA.SSE.A.1.b: Interpret expressions that represent a quantity in terms of its context. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$ .
84	Unit A7	5	Multiplying and Dividing Rational Expressions	HSA.APR.D.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
85	Unit A7	6	Adding and Subtracting Rational Expressions	HSA.APR.D.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
86	Unit A7	7	Your Choice	
87	Unit A7	8	Simplifying Complex Fractions	HSA.APR.D.7: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
88	Unit A7	9	Solving Rational Equations	HSA.REI.A.2: Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.; HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
87	Unit A7	10	Unit Review	
90	Unit A7	11	Unit Test	
Course Introduction and Readiness Checkpoint				
1			Course Introduction	
2			Readiness Checkpoint	
Sem B Unit 1 Exponential and Logarithmic Functions				
3	Unit B1	1	Exchange Ideas	



Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
4	Unit B1	2	Exponential Growth and Decay	HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.; HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.; HSA.SSE.B.3.c: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.; HSF.IF.C.8.b: Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$ , $y = (0.97)^t$ , $y = (1.01)^{12t}$ , $y = (1.2)^{w/10}$ , and classify them as
5	Unit B1	3	Graphing Exponential Functions	HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
6	Unit B1	4	Inverses	HSF.BF.B.4: Find inverse functions
7	Unit B1	5	Logarithms	HSF.BF.B.5: Build new functions from existing functions. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
8	Unit B1	6	Properties of Logarithms	HSF.BF.B.5: Build new functions from existing functions. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
9	Unit B1	7	Using Logarithms to Solve Exponential Equations	HSF.LE.A.4: For exponential models, express as a logarithm the solution to $abct = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.



Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
10	Unit B1	8	Applications of Exponential Equations	HSF.LE.A.4: For exponential models, express as a logarithm the solution to $abct = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.; HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
11	Unit B1	9	Your Choice	
12	Unit B1	10	Graphing Logarithmic Functions	HSF.BF.B.5: Build new functions from existing functions. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for
13	Unit B1	11	Unit Review	
14	Unit B1	12	Unit Test	
Sem B Unit 2 Radians and Trigonometric Functions				
15	Unit B2	1	Exchange Ideas	
16	Unit B2	2	Right Triangle Trigonometry	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
17	Unit B2	3	Applications of Right Triangle Trigonometry	HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
18	Unit B2	4	Radians and Degrees	HSF.TF.A.1: Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
19	Unit B2	5	Coterminal Angles	HSF.TF.A.1: Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
20	Unit B2	6	The Unit Circle	HSF.TF.A.2: Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.; HSF.TF.A.3: Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$ , $\pi/4$ and $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$ , $\pi + x$ , and $2\pi - x$ in terms of their values for $x$ , where $x$ is any real number.
21	Unit B2	7	Trigonometric Identities	HSF.TF.C.8: Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ given $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ and the quadrant of the angle.
22	Unit B2	8	Your Choice	
23	Unit B2	9	Trigonometric Functions of Any Angle	G.SRT.6: HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.; HSF.TF.A.1: Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
24	Unit B2	10	Inverse Trigonometric Functions	HSF.TF.B.6: Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.; HSF.TF.B.7: Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.; HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
25	Unit B2	11	Applications of Inverse Trigonometric Functions	HSF.TF.B.6: Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.; HSF.TF.B.7: Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.; HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
26	Unit B2	12	Unit Review	
27	Unit B2	13	Unit Test	
Interim Checkpoint 3				
28			Interim Checkpoint 3	
29			Your Choice	
Sem B Unit 3 Graphs of Sinusoidal Functions				
30	Unit B3	1	Exchange Ideas	
31	Unit B3	2	Sinusoidal Graphs	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
32	Unit B3	3	Sinusoidal Graphs: Amplitude	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.IF.A.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
33	Unit B3	4	Sinusoidal Graphs: Period	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.IF.A.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
34	Unit B3	5	Your Choice	e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and
35	Unit B3	6	Sinusoidal Graphs: Vertical Shift	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.IF.A.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
36	Unit B3	7	Sinusoidal Family of Functions	e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.; HSF.TF.B.5: Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency
37	Unit B3	8	Creating Trigonometric Models	HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.; HSF.IF.C.7.e: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.; HSF.TF.B.5: Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
38	Unit B3	9	Interpreting Trigonometric Models	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
39	Unit B3	10	Extended Problems:	
40	Unit B3	11	Sketching Trigonometric Models	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
41	Unit B3	12	Unit Review	
42	Unit B3	13	Unit Test	
Sem B Unit 4 More Function Types				
43	Unit B4	1	Exchange Ideas	
44	Unit B4	2	Reciprocal Power Functions	HSF.IF.C.7.d: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
45	Unit B4	3	Graphing Rational Functions	HSF.IF.C.7.d: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
46	Unit B4	4	More Rational Functions	HSF.IF.C.7.d: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
47	Unit B4	5	Radical Functions	HSF.IF.C.7.d: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
48	Unit B4	6	Quadratic Functions	HSF.IF.C.7.a: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
49	Unit B4	7	Absolute Value Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
50	Unit B4	8	Your Choice	
51	Unit B4	9	Piecewise-Defined Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
52	Unit B4	10	Step Functions	HSF.IF.C.7.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
53	Unit B4	11	Logistic Growth Functions	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.IF.C.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.; HSF.IF.A.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function
54	Unit B4	12	Unit Review	
55	Unit B4	13	Unit Test	
Interim Checkpoint 4				
56			Interim Checkpoint 4	
57			Your Choice	
Sem B Unit 5 Using Function Models				
58	Unit B5	1	Exchange Ideas	
59	Unit B5	2	Linear/Quadratic Systems	HSA.REI.C.7: Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$ .
60	Unit B5	3	Intersections of Graphs	HSA.REI.D.11: Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
61	Unit B5	4	Key Features of Functions	HSF.IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.; HSF.BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.; HSF.IF.B.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate
62	Unit B5	5	Comparing Models	HSF.IF.C.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which
63	Unit B5	6	Average Rate of Change	HSF.IF.B.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
64	Unit B5	7	Combining Functions	HSF.BF.A.1.b: Write a function that describes a relationship between two quantities. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
65	Unit B5	8	Unit Review	
66	Unit B5	9	Unit Test	
<b>Sem B Unit 6 Sequences and Series</b>				
67	Unit B6	1	Exchange Ideas	
68	Unit B6	2	Arithmetic Sequences	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
69	Unit B6	3	Geometric Sequences	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
70	Unit B6	4	Series and Sigma Notation	HSF.BF.A.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
71	Unit B6	5	Arithmetic Series and Applications	HSA.SSE.B.4: Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage
72	Unit B6	6	Geometric Series and Applications	HSA.SSE.B.4: Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage
73	Unit B6	7	Unit Review	
74	Unit B6	8	Unit Test	
<b>Sem B Unit 7 Counting and Probability</b>				
75	Unit B7	1	Exchange Ideas	
76	Unit B7	2	Sample Space and Events	HSS.CP.A.1: Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
77	Unit B7	3	Independent and Dependent Events	HSS.CP.A.2: Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.



Summit Algebra 2				
Day	Unit	Lesson Number	Lesson Title	CC Standard(s)
74	Unit B7	4	Conditional Probability and Testing for Independence	HSS.CP.A.3: Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. HSS.CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. HSS.CP.A.5: Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. HSS.CP.B.6: Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
75	Unit B7	5	The Addition Rule	HSS.CP.B.7: Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.
80	Unit B7	6	Unit Review	
81	Unit B7	7	Unit Test	
Sem B Unit 8 Project				
82			Project Day	
83			Project Day	
84			Project Day	
85			Project Day	
86			Project Day	
End of Course Assessment				
87			Semester 1 Test (Part 1 & 2)	
88			Your Choice	
89			Semster 2 Test (Part 1 & 2)	
90			Your Choice	



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
<b>Semester A</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Narrative Techniques and Structure</b>				
3	Unit A1	1	Workshop: Academic and Domain Specific Words	CCSS.ELA-Literacy.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
4	Unit A1	2	Workshop: Narrative Arc and Central Idea	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific
5	Unit A1	3	Narrative Arc and Central Idea: "The Oasis: Africa"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific
6	Unit A1	4	Narrative Arc and Central Idea: "The Interlopers"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific
7	Unit A1	5	Workshop: Point of View and Narrator's Reliability	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
8	Unit A1	6	Point of View and Narrator: "The Black Cat"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
9	Unit A1	7	Your Choice	
10	Unit A1	8	Workshop: Author's Viewpoint and Purpose	CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
11	Unit A1	9	Viewpoint and Purpose: "The Final Assault"	CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
12	Unit A1	10	Viewpoint and Purpose: "The Dream Come True"	CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
13	Unit A1	11	Unit Review: Narrative Techniques and Structure	
14	Unit A1	12	Unit Test: Narrative Techniques and Structure	
15	Unit A1	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.d: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9- 10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9- 10.10: Write routinely over extended time frames (time for

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
16	Unit A1	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.d: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9- 10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9- 10.4.10: Write routinely over extended time frames (time for
17	Unit A1	15	Draft a Short Story B	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.d: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9- 10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9- 10.4.10: Write routinely over extended time frames (time for
18	Unit A1	16	Your Choice	

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
19	Unit A1	17	Revise a Short Story	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9-10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.d: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for
<b>Sem A Unit 2 Development of Theme</b>				
20	Unit A2	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.4.a: a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.; CCSS.ELA-Literacy.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred
21	Unit A2	2	Workshop: Analyze Theme and Central Idea in Narratives	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
22	Unit A2	3	Theme and Central Idea: "Nameless, Tennessee"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
23	Unit A2	4	Theme and Central Idea: "August Heat"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
24	Unit A2	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.; CCSS.ELA-Literacy.W.9-10.2b: b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"); CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a
25	Unit A2	6	Your Choice	
26	Unit A2	7	Workshop: Characterization Develops Theme	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop
27	Unit A2	8	Characterization and Theme: "Water Never Hurt a Man"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop
28	Unit A2	9	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop
29	Unit A2	10	Workshop: Noun and Verb Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
30	Unit A2	11	Workshop: Write a Summary of a Fictional Text	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
31	Unit A2	12	Unit Review: Development of Theme	
32	Unit A2	13	Unit Test: Development of Theme	
<b>Interim Checkpoint 1</b>				
33			Interim Checkpoint 1	
34			Your Choice	
<b>Sem A Unit 3 Characters and Effects</b>				
35	Unit A3	1	Workshop: Adjective, Adverb, and Prepositional Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
36	Unit A3	2	Workshop: Creating Surprise and Characters Develop Plot	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
37	Unit A3	3	Surprise and Plot: "The Most Dangerous Game"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
38	Unit A3	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
39	Unit A3	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.; CCSS.ELA-Literacy.W.9-10.2.b: b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
40	Unit A3	6	Workshop: Tone, Voice, and Humor in Nonfiction	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
41	Unit A3	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
42	Unit A3	8	Tone, Voice, and Humor: "Uses and Abuses of the Umbrella"	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
43	Unit A3	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is valid and the evidence is
44	Unit A3	10	Your Choice	
45	Unit A3	11	Unit Review: Characters and Effects	
46	Unit A3	12	Unit Test: Characters and Effects	
Sem A Unit 4 Authors' Techniques and Tools				
47	Unit A4	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
48	Unit A4	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
49	Unit A4	3	Archetypes, Allusions, and Sources: <i>Genesis: Chapters 1-3</i>	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic <u>from Ovid or the Bible or how a later author draws on a play by Shakespeare</u> ).
50	Unit A4	4	Archetypes, Allusions, and Sources: "Araby" A	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic <u>from Ovid or the Bible or how a later author draws on a play by Shakespeare</u> ).
51	Unit A4	5	Archetypes, Allusions, and Sources: "Araby?" B	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic <u>from Ovid or the Bible or how a later author draws on a play by Shakespeare</u> ).
52	Unit A4	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under
53	Unit A4	7	Your Choice	
54	Unit A4	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of <u>specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it</u>
55	Unit A4	9	Structure and Language: "On Another's Sorrow" and "The Human Abstract"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of <u>specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it</u>
56	Unit A4	10	Structure and Language: "Fern Hill" and "Nothing Gold Can Stay"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of <u>specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it</u>



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
57	Unit A4	11	Workshop: Write a Descriptive Poem or Essay	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.; CCSS.ELA-Literacy.W.9-10.2.b: b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.; CCSS.ELA-Literacy.W.9-10.2.d: d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
58	Unit A4	12	Unit Review: Authors' Techniques and Tools	
59	Unit A4	13	Unit Test: Authors' Techniques and Tools	
Interim Checkpoint 2				
60			Interim Checkpoint 2	
61			Your Choice	
Sem A Unit 5 The Way to Rainy Mountain				
62	Unit A5	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.L.9-10.4.b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
63	Unit A5	2	<i>The Way to Rainy Mountain</i> , A	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
64	Unit A5	3	<i>The Way to Rainy Mountain, B</i>	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
65	Unit A5	4	<i>The Way to Rainy Mountain, C</i>	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
66	Unit A5	5	<i>The Way to Rainy Mountain, D</i>	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
67	Unit A5	6	Your Choice	

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
68	Unit A5	7	The Way to Rainy Mountain, E	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
69	Unit A5	8	<i>The Way to Rainy Mountain</i> , F	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.
70	Unit A5	9	Workshop: Independent, Dependent, and Noun Clauses	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
71	Unit A5	10	Workshop: Plan Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.W.9-10.2.a: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.; CCSS.ELA-Literacy.W.9-10.2.f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.L.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and
72	Unit A5	11	Workshop: Draft Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.W.9-10.2.a: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.; CCSS.ELA-Literacy.W.9-10.2.f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.L.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
73	Unit A5	12	Workshop: Revise a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.W.9-10.2.a: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.; CCSS.ELA-Literacy.W.9-10.2.f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.L.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and
74	Unit A5	13	Your Choice	
75	Unit A5	14	Workshop: Prepare for a Presentation	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)
76	Unit A5	15	Present a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)
<b>Sem A Unit 6 Medium and Message</b>				
77	Unit A6	1	Workshop: Spell Correctly	CCSS.ELA-Literacy.L.9-10.2.c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly.
78	Unit A6	2	Workshop: Text Structures and Multiple Sources	CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
79	Unit A6	3	Structure and Sources: "Antibiotic Resistance Threats"	CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
80	Unit A6	4	Assignment: Create a Technical Text	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.; CCSS.ELA-Literacy.W.9-10.2.c: c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.; CCSS.ELA-Literacy.W.9-10.2.e: e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-Literacy.W.9-10.2.d: d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
81	Unit A6	5	Your Choice	
82	Unit A6	6	Workshop: Seminal Works	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
83	Unit A6	7	Seminal Works: "Jefferson Davis's Speech to the Mississippi Legislature"	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
84	Unit A6	8	Seminal Works: "George Washington's Farewell Address" A	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
85	Unit A6	9	Seminal Works: "George Washington's Farewell Address" B	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
86	Unit A6	10	Workshop: Relative and Adverb Clauses	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
87	Unit A6	11	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.W.9-10.1.a: a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.e: e. Provide a concluding statement or section that follows from and supports the argument presented.
88	Unit A6	12	Your Choice	
89	Unit A6	13	Unit Review: Medium and Message	
90	Unit A6	14	Unit Test: Medium and	
<b>Semester B</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem B Unit 1 Examine Arguments and Speeches</b>				
3	Unit B1	1	Workshop: Evaluate Arguments and Fallacious	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and
4	Unit B1	2	Arguments and Reasoning: "The American Promise"	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and
5	Unit B1	3	Arguments and Reasoning: "Ain't I a Woman?"	CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and
6	Unit B1	4	Workshop: Analyze a Speaker's Argument	CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
7	Unit B1	5	Speaker's Argument: "Remarks on East-West Relations at the Brandenburg Gate in West Berlin"	CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
8	Unit B1	6	Assignment: Evaluate a Speaker	CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
9	Unit B1	7	Your Choice	

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
10	Unit B1	8	Workshop: Parallel Structure	CCSS.ELA-Literacy.L.9-10.1.a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
11	Unit B1	9	Workshop: Rhetoric: Purpose and Devices	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
12	Unit B1	10	Rhetoric: "Give Me Liberty or Give Me Death"	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
13	Unit B1	11	Rhetoric: "What to the Slave is the Fourth of July?" A	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
14	Unit B1	12	Rhetoric: "What to the Slave is the Fourth of July?" B	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
15	Unit B1	13	Assignment: Write an Evaluation of an Argument	CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.9b: Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient: identify false statements and fallacious reasoning").
16	Unit B1	14	Workshop: Formal vs. Informal Language	CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
17	Unit B1	15	Unit Review: Arguments and Speeches	
18	Unit B1	16	Unit Test: Arguments and Speeches	
19	Unit B1	17	Workshop: Plan a Speech	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
20	Unit B1	18	Workshop: Craft a Speech	CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
21	Unit B1	19	Workshop: Revise a Speech	CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
22	Unit B1	20	Your Choice	
23	Unit B1	21	Workshop: Practice a Speech	CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
24	Unit B1	22	Workshop: Present a Speech	CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or
<b>Sem B Unit 2 Recognize the Power of Language</b>				
25	Unit B2	1	Workshop: Misplaced and Dangling Modifiers	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
26	Unit B2	2	Workshop: Figures of Speech and Language Creates Effects	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone); CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.L.9-10.5.b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words
27	Unit B2	3	Effects of Language : “The Masque of the Red Death”	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone); CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.L.9-10.5.b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
28	Unit B2	4	Effects of Language: "Incident" and "The Last Lesson"	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.L.9-10.5.b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words
29	Unit B2	5	Your Choice	
30	Unit B2	6	Workshop: Rhetoric Develops Purpose and Viewpoint	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
31	Unit B2	7	Rhetoric Purpose and Viewpoint: "A Quilt of a Country"	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
32	Unit B2	8	Rhetoric Purpose and Viewpoint: "Here is New York"	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
33	Unit B2	9	Assignment: Write a Summary of an Informational Text	CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
34	Unit B2	10	Unit Review: The Power of Language	
35	Unit B2	11	Unit Test: The Power of Language	

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
36	Unit B2	12	Workshop: Plan and Research a Media Project	CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
37	Unit B2	13	Workshop: Craft a Media Project	CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
38	Unit B2	14	Assignment: Revise a Media Project	CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Interim Checkpoint 3				
39			Interim Checkpoint 3	
40			Your Choice	
Sem B Unit 3 A Midsummer Night's Dream				
41	Unit B3	1	Workshop: Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.L.9-10.4.d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
42	Unit B3	2	Workshop: Drama and Shakespeare	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
43	Unit B3	3	<i>A Midsummer Night's Dream, A</i>	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
44	Unit B3	4	<i>A Midsummer Night's Dream, B</i>	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
45	Unit B3	5	<i>A Midsummer Night's Dream, C</i>	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
46	Unit B3	6	<i>A Midsummer Night's Dream</i> , D	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
47	Unit B3	7	<i>A Midsummer Night's Dream</i> , E	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
48	Unit B3	8	Your Choice	
49	Unit B3	9	<i>A Midsummer Night's Dream</i> , F	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and F124manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA- Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
50	Unit B3	10	<i>A Midsummer Night's Dream</i> , G	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <del>By the end of grade 10, read and comprehend literature, including stories, dramas, and</del>
51	Unit B3	11	Workshop: Shakespeare Transforms Sources	CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
52	Unit B3	12	Transform Sources: "Pyramus and Thisbe"	
53	Unit B3	13	Workshop: Write Transforming Sources Essay	CCSS.ELA-Literacy.W.9-10.9.a: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"); CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
<b>Sem B Unit 4 Investigate Informative Texts</b>				
54	Unit B4	1	Workshop: Vocabulary Reference Materials	CCSS.ELA-Literacy.L.9-10.4.c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, <del>to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its</del>
55	Unit B4	2	Workshop: Journalism and Research Develops Ideas	CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on <del>meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</del>
56	Unit B4	3	Journalism and Research: "Ten Days in a Madhouse"	CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on <del>meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</del>



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
57	Unit B4	4	Workshop: Semicolons	CCSS.ELA-Literacy.L.9-10.3.a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
58	Unit B4	5	Workshop: Plan Research Project	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-
59	Unit B4	6	Your Choice	

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
60	Unit B4	7	Workshop: Conduct Research A	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA- Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
61	Unit B4	8	Workshop: Conduct Research B	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA- Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
62	Unit B4	9	Workshop: Draft Research Project A	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA- Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
63	Unit B4	10	Workshop: Draft Research Project B	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
64	Unit B4	11	Workshop: Revise and Proofread Research Project	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-
<b>Interim Checkpoint 4</b>				
65			Interim Checkpoint 4	
66			Your Choice	
<b>Sem B Unit 5 Explore Cultural Perspectives</b>				
67	Unit B5	1	Workshop: Cultural Viewpoints and Experience	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
68	Unit B5	2	Culture and Literature: "The Harvest"	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
69	Unit B5	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
70	Unit B5	4	World Literature: "I Explain a Few Things" and "The Space"	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
71	Unit B5	5	World Literature: "My Aunt Gold Teeth"	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
72	Unit B5	6	Workshop: Colons	CCSS.ELA-Literacy.L.9-10.2.b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a colon to introduce a list or quotation.
73	Unit B5	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
74	Unit B5	8	Unit Review: Cultural Perspectives	
75	Unit B5	9	Unit Test: Cultural	
<b>Sem B Unit 6 The Alchemist</b>				
76	Unit B6	1	Workshop: Read Longer Works	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
77	Unit B6	2	<i>The Alchemist</i> , A	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
78	Unit B6	3	<i>The Alchemist</i> , B	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
79	Unit B6	4	<i>The Alchemist</i> , C	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
80	Unit B6	5	Your Choice	
81	Unit B6	6	<i>The Alchemist</i> , D	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
82	Unit B6	7	<i>The Alchemist</i> , E	CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of
83	Unit B6	8	Workshop: Plan a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-

Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
84	Unit B6	9	Workshop: Draft a Literary Analysis Essay A	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA- Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
85	Unit B6	10	Workshop: Draft a Literary Analysis Essay B	<p>CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA- Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-</p>



Summit English 9				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
86	Unit B6	11	Workshop: Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.1.a: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.; CCSS.ELA-Literacy.W.9-10.1.b: b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.; CCSS.ELA-Literacy.W.9-10.1.c: c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.; CCSS.ELA-Literacy.W.9-10.1.d: d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.; CCSS.ELA-
<b>End of Course Assessment Module</b>				
87			Semester 1 Test (Part 1 & 2)	
88			Your Choice	
89			Semster 2 Test (Part 1 & 2)	
90			Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
<b>Semester A</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem A Unit 1 Narrative Techniques and Structure</b>				
3	Unit A1	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.4.a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
4	Unit A1	2	Workshop: Authors Craft Stories	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS .ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5	Unit A1	3	Author's Craft Stories: "After Twenty Years"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS .ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6	Unit A1	4	Workshop: Write a Summary	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
7	Unit A1	5	Your Choice	
8	Unit A1	6	Workshop: Narrators and Their Importance	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension,
9	Unit A1	7	Narrators and Their Importance: "The Pit and the Pendulum"	CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension,
10	Unit A1	8	Unit Review: Narrative Techniques and Structure	
11	Unit A1	9	Unit Test: Narrative Techniques and Structure	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
12	Unit A1	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
13	Unit A1	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
14	Unit A1	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
15	Unit A1	13	Draft a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over
16	Unit A1	14	Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
17	Unit A1	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9- 10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c : c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
18	Unit A1	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.; CCSS.ELA-Literacy.W.9-10.3.a: a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.; CCSS.ELA-Literacy.W.9-10.3.b: b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.; CCSS.ELA-Literacy.W.9-10.3.c: c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.; CCSS.ELA-Literacy.W.9-10.3.e: e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.); CCSS.ELA-Literacy.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over
<b>Sem A Unit 2 Theme and Characters</b>				
19	Unit A2	1	Workshop: Noun and Verb Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
20	Unit A2	2	Workshop: Theme and Characterization	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
21	Unit A2	3	Theme and Characterization: "The Day I Got Lost"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the
22	Unit A2	4	Theme and Characterization: "Everything that Rises Must Converge"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the
23	Unit A2	5	Your Choice	
24	Unit A2	6	Workshop: Limited or Omniscient, Complex or Flat	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
25	Unit A2	7	Limited or Omniscient, Complex or Flat: "The Bet"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
26	Unit A2	8	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
27	Unit A2	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
28	Unit A2	10	Your Choice	
29	Unit A2	11	Workshop: Adjective, Adverb, and Prepositional Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
30	Unit A2	12	Unit Review: Theme and Characters	
31	Unit A2	13	Unit Test: Theme and Characters	
Interim Checkpoint 1				
32			Interim Checkpoint 1	
33			Your Choice	
Sem A Unit 3 How Important Ideas are Expressed				
34	Unit A3	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
35	Unit A3	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections of the text.
36	Unit A3	3	Authors Craft: "Lake Titicaca"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections of the text.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
37	Unit A3	4	Authors Craft: "About Russell"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections of the text.
38	Unit A3	5	Authors Craft: "Mother Tongue"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger sections of the text.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
39	Unit A3	6	Workshop: Write a Descriptive Essay	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)
40	Unit A3	7	Your Choice	
41	Unit A3	8	Workshop: Literary Devices & the Reader's Imagination	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Bruegel's Landscape with the Fall of Icarus)

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
42	Unit A3	9	Literary Devices: "This Is What It Means to Say Phoenix, Arizona"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)
43	Unit A3	10	Literary Devices: "Daystar" & "My Father's Song"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
44	Unit A3	11	Literary Devices: "Birthright" & <i>American Progress</i>	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Bruegel's Landscape with the Fall of Icarus)
45	Unit A3	12	Unit Review: How Important Ideas are Expressed	
46	Unit A3	13	Unit Test: How Important Ideas are Expressed	
<b>Sem A Unit 4 Medium and Message</b>				
47	Unit A4	1	Workshop: Independent, Dependent, and Noun Clauses	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
48	Unit A4	2	Workshop: Poetic Structure and Form	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
49	Unit A4	3	Structure and Form: "Sonnet 55" & "Love is Not All"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
50	Unit A4	4	Structure and Form: Poems by Lord Byron & Ezra Pound	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
51	Unit A4	5	Your Choice	
52	Unit A4	6	Workshop: Genre Matters	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
53	Unit A4	7	Genre Matters: "First Love"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
54	Unit A4	8	Unit Review: Medium and Message	
55	Unit A4	9	Unit Test: Medium and	
56	Unit A4	10	Workshop: Prepare a Presentation	CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and
57	Unit A4	11	Your Choice	
58	Unit A4	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.); CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and
Interim Checkpoint 2				
59			Interim Checkpoint 2	
60			Your Choice	
Sem A Unit 5 The Power of Language				
61	Unit A5	1	Workshop: Relative and Adverb Clauses	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
62	Unit A5	2	Workshop: Poetic Language and Devices	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
63	Unit A5	3	Poetic Language and Devices: Poems by Walt Whitman	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
64	Unit A5	4	Poetic Language and Devices: Four Poems About War	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
65	Unit A5	5	Workshop: Rhetoric and Arguments in Seminal Works	CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.; CCSS.ELA-Literacy.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or
66	Unit A5	6	Rhetoric and Arguments: "Four Freedoms" A	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
67	Unit A5	7	Rhetoric and Arguments: "Four Freedoms" B	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
68	Unit A5	8	Rhetoric and Arguments: "The Sinews of Peace"	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
69	Unit A5	9	Your Choice	
70	Unit A5	10	Unit Review: The Power of Language	
71	Unit A5	11	Unit Test: The Power of Language	
72	Unit A5	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
73	Unit A5	13	Brainstorm a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
74	Unit A5	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
75	Unit A5	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
76	Unit A5	16	Your Choice	

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
77	Unit A5	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
78	Unit A5	18	Practice a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
79	Unit A5	19	Deliver a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.; CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.; CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.; CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.; CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1–6.)
<b>Sem A Unit 6 Night</b>				
80	Unit A6	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.L.9-10.4.b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate,

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
81	Unit A6	2	Workshop: World Literature & Long Works of Nonfiction	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
82	Unit A6	3	Night A	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
83	Unit A6	4	<i>Night B</i>	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
84	Unit A6	5	Night C	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
85	Unit A6	6	Your Choice	



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Day	Unit Number	Lesson Number	Title	CC Standard(s)
86	Unit A6	7	Night D	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
87	Unit A6	8	<i>Night E</i>	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
88	Unit A6	9	Night F	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
89	Unit A6	10	Your Choice	
90	Unit A6	11	Write a Personal Response to the Reading	
<b>Semester 2</b>				
<b>Course Introduction and Readiness Checkpoint</b>				
1			Course Introduction	
2			Readiness Checkpoint	
<b>Sem B Unit 1 Literature with a Purpose</b>				

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
3	Unit B1	1	Workshop: Misplaced and Dangling Modifiers	CCSS.ELA-Literacy.L.9-10.1.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
4	Unit B1	2	Workshop: Societal Issues & Cultural Experiences	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of
5	Unit B1	3	Societal Issues & Cultural Experiences: "Harrison Bergeron"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of
6	Unit B1	4	Societal Issues & Cultural Experiences: "Theme for English B"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
7	Unit B1	5	Societal Issues & Cultural Experiences: "The Light of Gandhi's Lamp"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of
8	Unit B1	6	Your Choice	
9	Unit B1	7	Workshop: Influencing Readers & Persuading Audiences	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") including how they address related themes and concerns
10	Unit B1	8	Influencing Readers & Persuading Audiences: "Letter from Birmingham Jail" A	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") including how they address related themes and concerns
11	Unit B1	9	Influencing Readers & Persuading Audiences: "Letter from Birmingham Jail" B	CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") including how they address related themes and concerns

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
12	Unit B1	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or
13	Unit B1	11	Your Choice	
14	Unit B1	12	Unit Review: Literature with a Purpose	
15	Unit B1	13	Unit Test: Literature with a Purpose	
Sem B Unit 2 Symbols and Imagery				
16	Unit B2	1	Workshop: How Language Functions	CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
17	Unit B2	2	Workshop: Symbols & Imagery, Mood & Emotion	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
18	Unit B2	3	Symbols & Imagery, Mood & Emotion: Four Imagist Poems	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
19	Unit B2	4	Workshop: Authors Mold Themes and Central Ideas	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
20	Unit B2	5	Authors Mold Themes and Central Ideas: "Goodbye to All That"	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a
21	Unit B2	6	Workshop: Write an Analysis	CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range
22	Unit B2	7	Workshop: Colons	CCSS.ELA-Literacy.L.9-10.2.b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a colon to introduce a
23	Unit B2	8	Unit Review: Symbols and Imagery	
24	Unit B2	9	Unit Test: Symbols and	
Interim Checkpoint 3				
25			Interim Checkpoint 3	
26			Your Choice	
Sem B Unit 3 Cry, the Beloved Country				
27	Unit B3	1	Workshop: Semicolons	CCSS.ELA-Literacy.L.9-10.2.a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
28	Unit B3	2	Workshop: World Literature & Long Works of Fiction	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
29	Unit B3	3	<i>Cry, the Beloved Country</i> A	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
30	Unit B3	4	<i>Cry, the Beloved Country</i> B	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
31	Unit B3	5	<i>Cry, the Beloved Country</i> C	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
32	Unit B3	6	<i>Cry, the Beloved Country</i> D	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets
33	Unit B3	7	Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
34	Unit B3	8	<i>Cry, the Beloved Country</i> E	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

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Day	Unit Number	Lesson Number	Title	CC Standard(s)
35	Unit B3	9	<i>Cry, the Beloved Country</i> F	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
36	Unit B3	10	<i>Cry, the Beloved Country</i> G	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
37	Unit B3	11	<i>Cry, the Beloved Country</i> H	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
38	Unit B3	12	Examine an Excerpt from <i>Long Walk to Freedom</i>	CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.; CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets
39	Unit B3	13	Workshop: Academic and Domain-Specific Words and Phrases	CCSS.ELA-Literacy.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
40	Unit B3	14	Workshop: Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
41	Unit B3	15	Plan a Literary Analysis Essay	<p>CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;</p>

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
42	Unit B3	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;
43	Unit B3	17	Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
44	Unit B3	18	Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
45	Unit B3	19	Proofread and Publish a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).;
Sem B Unit 4 Macbeth				
46	Unit B4	1	Workshop: Define and Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.L.9-10.4.c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.; CCSS.ELA-Literacy.L.9-10.4.d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
47	Unit B4	2	Workshop: Shakespeare & Tragedy	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;
48	Unit B4	3	Examine <i>Macbeth</i> A	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;
49	Unit B4	4	Examine <i>Macbeth</i> B	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
50	Unit B4	5	Examine <i>Macbeth</i> C	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
51	Unit B4	6	Examine <i>Macbeth</i> D	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
52	Unit B4	7	Your Choice	
53	Unit B4	8	Examine <i>Macbeth</i> E	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
54	Unit B4	9	Examine <i>Macbeth</i> F	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
55	Unit B4	10	Examine <i>Macbeth</i> G	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
56	Unit B4	11	Examine <i>Macbeth</i> H	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
57	Unit B4	12	Workshop: Authors Use Source Material	CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
58	Unit B4	13	Examine an Excerpt from Holinshed's <i>Chronicles</i>	CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
59	Unit B4	14	Workshop: Write a Compare and Contrast Essay	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research,
Interim Checkpoint 4				
60			Interim Checkpoint 3	
61			Your Choice	
Sem B Unit 5 Informational Works				
62	Unit B5	1	Workshop: Parallel Structure	CCSS.ELA-Literacy.L.9-10.1.a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
63	Unit B5	2	Workshop: Informational Works	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).;
64	Unit B5	3	Informational Works: "Youth and Tobacco Use"	CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).;
65	Unit B5	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
66	Unit B5	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining
67	Unit B5	6	Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).; CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining
68	Unit B5	7	Unit Review: Informational Works	
69	Unit B5	8	Unit Test: Informational Works	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
70	Unit B5	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how</p>

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
71	Unit B5	10	Conduct Research	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how
72	Unit B5	11	Your Choice	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
73	Unit B5	12	Plan a Research Paper	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
74	Unit B5	13	Draft a Research Paper	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how
75	Unit B5	14	Your Choice	



Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
76	Unit B5	15	Revise a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how</p>

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
77	Unit B5	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.; CCSS.ELA- Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.; CCSS.ELA- Literacy.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how
<b>Sem B Unit 6 Writers on Writing</b>				
78	Unit B6	1	Workshop: Figures of Speech	CCSS.ELA-Literacy.L.9-10.5.a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
79	Unit B6	2	Workshop: Poem vs. Essay vs. Interview	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the range.
80	Unit B6	3	Poem vs. Essay vs. Interview: Two Poems on Writing	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the range.

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
81	Unit B6	4	Poem vs. Essay vs. Interview: "Why I Write"	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the range.
82	Unit B6	5	Poem vs. Essay vs. Interview: "Interview with Simon Ortiz"	CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).; CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).; CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.; CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.; CCSS.ELA-Literacy.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the range.
83	Unit B6	6	Your Choice	
84	Unit B6	7	Unit Review: Writers on	
85	Unit B6	8	Unit Test: Writers on Writing	

Summit English 10				
Day	Unit Number	Lesson Number	Title	CC Standard(s)
86	Unit B6	9	Workshop: Choice Essay	CCSS.ELA-Literacy.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.; CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.; CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.;
<b>End of Course Assessment Checkpoint</b>				
87			Semester A Test (Part 1 & 2)	
88			Your Choice	
89			Semester B Test (Part 1 & 2)	
90			Your Choice	

**English 9**

Start Date	End Date	Day	Lesson Name	Assignment Given (If applicable)	Assignment Due (If applicable)	Standards	Assignment Due Date
9/6/16	9/6/16	1	Course Introduction	Discussion			9/6/16
9/6/16	9/6/16	2	Readiness Checkpoint	Readiness Checkpoint	Readiness Checkpoint		9/6/16
9/6/16	9/6/16	3	Unit 1: Narrative Techniques and Structure Lesson 1: Workshop: Academic and Domain-Specific Words	1.01 Quiz	1.01 Quiz	CCSS.ELA-Literacy.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9/6/16
9/6/16	9/6/16	4	Unit 1: Narrative Techniques and Structure Lesson 2: Workshop: Narrative Arc and Central Idea			CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	5	Unit 1: Narrative Techniques and Structure Lesson 3: Arc and Central Idea: "The Oasis: Africa"			CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	6	Unit 1: Narrative Techniques and Structure Lesson 4: Arc and Central Idea: "The Interlopers"	1.04 Quiz	1.04 Quiz	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	9/6/16
9/6/16	9/6/16	7	Unit 1: Narrative Techniques and Structure Lesson 5: Workshop: Point of View and Narrator's Reliability		Discussion	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9/6/16
9/6/16	9/6/16	8	Unit 1: Narrative Techniques and Structure Lesson 6: Point of View and Narrator: "The Black Cat"	1.06 Quiz	1.06 Quiz	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and	9/6/16
9/6/16	9/6/16	9	Unit 1: Narrative Techniques and Structure Lesson 7: Your Choice				9/6/16
9/6/16	9/6/16	10	Unit 1: Narrative Techniques and Structure Lesson 8: Workshop: Author's Viewpoint and Purpose			CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses	9/6/16
9/6/16	9/6/16	11	Unit 1: Narrative Techniques and Structure Lesson 9: Viewpoint and Purpose: "The Final Assault"			CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	12	Unit 1: Narrative Techniques and Structure Lesson 10: Viewpoint and Purpose: "The Dream Come True"	1.10 Quiz	1.10 Quiz	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	13	Unit 1: Narrative Techniques and Structure Lesson 11: Unit Review: Narrative Techniques and Structure			CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	14	Unit 1: Narrative Techniques and Structure Lesson 12: Unit Test: Narrative Techniques and Structure	1.12 Unit Test - Part 1 1.12 Unit Test - Part 2	1.12 Unit Test - Part 1 1.12 Unit Test - Part 2	RL.9-10.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	9/6/16
9/6/16	9/6/16	15	Unit 1: Narrative Techniques and Structure Lesson 13: Workshop: Short Story	1.13 Assignment			9/6/16
9/6/16	9/6/16	16	Unit 1: Narrative Techniques and Structure Lesson 14: Draft a Short Story A				9/6/16

9/6/16	9/6/16	17	Unit 1: Narrative Techniques and Structure Lesson 15: Draft a Short Story B	1.15 Discussion			9/6/16
9/6/16	9/6/16	18	Unit 1: Narrative Techniques and Structure Lesson 16: Your Choice				9/6/16
9/6/16	9/6/16	19	Unit 1: Narrative Techniques and Structure Lesson 17: Revise a Short Story		1.13 Assignment 1.15 Discussion		9/6/16
9/6/16	9/6/16	20	Unit 2: Development of Theme Lesson 1: Workshop: Vocabulary in Context	2.01 Quiz	2.01 Quiz	CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  CCSS.ELA-Literacy.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	9/6/16
9/6/16	9/6/16	21	Unit 2: Development of Theme Lesson 2: Workshop: Analyze Theme and Central Idea in Narratives			CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and	9/6/16
9/6/16	9/6/16	22	Unit 2: Development of Theme Lesson 3: Theme and Central Idea: "Nameless, Tennessee"			CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	23	Unit 2: Development of Theme Lesson 4: Theme and Central Idea: "August Heat"	2.04 Quiz	2.04 Quiz	stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.  W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	9/6/16
9/6/16	9/6/16	24	Unit 2: Development of Theme Lesson 5: Workshop: Write an Analysis	2.05 Assignment	2.05 Assignment	CCSS.ELA-Literacy.W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective	9/6/16
9/6/16	9/6/16	25	Unit 2: Development of Theme Lesson 6: Your Choice				9/6/16
9/6/16	9/6/16	26	Unit 2: Development of Theme Lesson 7: Workshop: Characterization Develops Theme			CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9/6/16
9/6/16	9/6/16	27	Unit 2: Development of Theme Lesson 8: Characterization and Theme: "Water Never Hurt a Man"			CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and	9/6/16
9/6/16	9/6/16	28	Unit 2: Development of Theme Lesson 9: Characterization and Theme: "Marigolds"	2.09 Quiz	2.09 Quiz	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	29	Unit 2: Development of Theme Lesson 10: Workshop: Noun and Verb Phrases	2.10 Quiz	2.10 Quiz	CCSS.ELA-Literacy.L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	9/6/16
9/6/16	9/6/16	30	Unit 2: Development of Theme Lesson 11: Workshop: Write a Summary of a Fictional Text	2.11 Assignment	2.11 Assignment		9/6/16
9/6/16	9/6/16	31	Unit 2: Development of Theme Lesson 12: Unit Review: Development of Theme			CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16

9/6/16	9/6/16	32	Unit 2: Development of Theme Lesson 13: Unit Test: Development of Theme	2.13 Unit Test - Part 1 2.13 Unit Test - Part 2	2.13 Unit Test - Part 1 2.13 Unit Test - Part 2	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	33	English 9 Checkpoint 1	English 9 Checkpoint 1 - Part 1 English 9 Checkpoint 1 - Part 2	English 9 Checkpoint 1 - Part 1 English 9 Checkpoint 1 - Part 2	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9/6/16
9/6/16	9/6/16	34	Your Choice				9/6/16
9/6/16	9/6/16	35	Unit 3: Characters and Effects Lesson 1: Workshop: Adjective, Adverb, and Prepositional Phrases	3.01 Quiz	3.01 Quiz		9/6/16
9/6/16	9/6/16	36	Unit 3: Characters and Effects Lesson 2: Workshop: Creating Surprise and Characters Develop Plot				9/6/16
9/6/16	9/6/16	37	Unit 3: Characters and Effects Lesson 3: Surprise and Plot: "The Most Dangerous Game"				9/6/16
9/6/16	9/6/16	38	Unit 3: Characters and Effects Lesson 4: Surprise and Plot: "A Horseman in the Sky"	3.04 Quiz	3.04 Quiz		9/6/16
9/6/16	9/6/16	39	Unit 3: Characters and Effects Lesson 5: Workshop: Write a One Idea, Two Mediums Essay	3.05 Assignment	3.05 Assignment		9/6/16
9/6/16	9/6/16	40	Unit 3: Characters and Effects Lesson 6: Workshop: Tone, Voice, and Humor in Nonfiction				9/6/16
9/6/16	9/6/16	41	Unit 3: Characters and Effects Lesson 7: Tone, Voice, and Humor: "A Witch Trial at Mount Holly"				9/6/16
9/6/16	9/6/16	42	Unit 3: Characters and Effects Lesson 8: Tone, Voice, and Humor: "Uses and Abuses of the Umbrella"	3.08 Quiz	3.08 Quiz		9/6/16
9/6/16	9/6/16	43	Unit 3: Characters and Effects Lesson 9: Workshop: Write a Character Analysis	3.09 Assignment	3.09 Assignment		9/6/16
9/6/16	9/6/16	44	Unit 3: Characters and Effects Lesson 10: Your Choice				9/6/16
9/6/16	9/6/16	45	Unit 3: Characters and Effects Lesson 11: Unit Review: Characters and Effects				9/6/16
9/6/16	9/6/16	46	Unit 3: Characters and Effects Lesson 12: Unit Test: Characters and Effects	3.12 Unit Test - Part 1 3.12 Unit Test - Part 2	3.12 Unit Test - Part 1 3.12 Unit Test - Part 2		9/6/16



9/6/16	9/6/16	47	Unit 4: Author's Techniques and Tools Lesson 1: Workshop: Participial and Absolute Phrases	4.01 Quiz	4.01 Quiz		9/6/16
9/6/16	9/6/16	48	Unit 4: Author's Techniques and Tools Lesson 2: Workshop: Archetypes, Allusions, and Sources	4.02 Discussion			9/6/16
9/6/16	9/6/16	49	Unit 4: Author's Techniques and Tools Lesson 3: Archetypes, Allusions, and Sources: <i>Genesis: Chapters 1–3</i>				9/6/16
9/6/16	9/6/16	50	Unit 4: Author's Techniques and Tools Lesson 4: Archetypes, Allusions, and Sources: "Araby" A				9/6/16
9/6/16	9/6/16	51	Unit 4: Author's Techniques and Tools Lesson 5: Archetypes, Allusions, and Sources: "Araby" B	4.05 Quiz	4.05 Quiz		9/6/16
9/6/16	9/6/16	52	Unit 4: Author's Techniques and Tools Lesson 6: Workshop: Write About Source Texts or Archetypes	4.06 Assignment	4.06 Assignment		9/6/16
9/6/16	9/6/16	53	Unit 4: Author's Techniques and Tools Lesson 7: Your Choice				9/6/16
9/6/16	9/6/16	54	Unit 4: Author's Techniques and Tools Lesson 8: Workshop: Structure and Language of Poetry		4.02 Discussion		9/6/16
9/6/16	9/6/16	55	Unit 4: Author's Techniques and Tools Lesson 9: Structure and Language: "On Another's Sorrow" and "The Human Abstract"				9/6/16
9/6/16	9/6/16	56	Unit 4: Author's Techniques and Tools Lesson 10: Structure and Language: "Fern Hill" and "Nothing Gold Can Stay"	4.10 Quiz	4.10 Quiz		9/6/16
9/6/16	9/6/16	57	Unit 4: Author's Techniques and Tools Lesson 11: Workshop: Write a Descriptive Poem or Essay	4.11 Assignment	4.11 Assignment		9/6/16
9/6/16	9/6/16	58	Unit 4: Author's Techniques and Tools Lesson 12: Unit Review: Author's Techniques and Tools				9/6/16
9/6/16	9/6/16	59	Unit 4: Author's Techniques and Tools Lesson 13: Unit Test: Author's Techniques and Tools	4.13 Unit Test - Part 1 4.13 Unit Test - Part 2	4.13 Unit Test - Part 1 4.13 Unit Test - Part 2		9/6/16
9/6/16	9/6/16	60	English 9 Checkpoint 2	English 9 Checkpoint 2 - Part 1 English 9 Checkpoint 2 - Part 2	English 9 Checkpoint 2 - Part 1 English 9 Checkpoint 2 - Part 2		9/6/16
9/6/16	9/6/16	61	Your Choice				9/6/16

9/6/16	9/6/16	62	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 1: Workshop: Effects of the Patterns of Word Changes	5.01 Quiz	5.01 Quiz		9/6/16
9/6/16	9/6/16	63	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 2: <i>The Way to Rainy Mountain A</i>	5.02 Quiz	5.02 Quiz		9/6/16
9/6/16	9/6/16	64	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 3: <i>The Way to Rainy Mountain B</i>				9/6/16
9/6/16	9/6/16	65	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 4: <i>The Way to Rainy Mountain C</i>	5.04 Quiz	5.04 Quiz		9/6/16
9/6/16	9/6/16	66	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 5: <i>The Way to Rainy Mountain D</i>	5.05 Discussion			9/6/16
9/6/16	9/6/16	67	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 6: Your Choice				9/6/16
9/6/16	9/6/16	68	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 7: <i>The Way to Rainy Mountain E</i>				9/6/16
9/6/16	9/6/16	69	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 8: <i>The Way to Rainy Mountain F</i>	5.08 Quiz	5.08 Quiz		9/6/16
9/6/16	9/6/16	70	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 9: Workshop: Independent, Dependent, and Noun Clauses	5.09 Quiz	5.09 Quiz		9/6/16
9/6/16	9/6/16	71	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 10: Workshop: Plan a Personal Research Project	5.10 Assignment			9/6/16
9/6/16	9/6/16	72	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 11: Workshop: Draft a Personal Research Project	5.11 Discussion	5.05 Discussion		9/6/16
9/6/16	9/6/16	73	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 12: Your Choice				9/6/16
9/6/16	9/6/16	74	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 13: Workshop: Revise a Personal Research Project		5.10 Assignment 5.11 Discussion		9/6/16
9/6/16	9/6/16	75	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 14: Workshop: Prepare for a Presentation	5.14 Assignment			9/6/16
9/6/16	9/6/16	76	Unit 5: <i>The Way to Rainy Mountain</i> Lesson 15: Present a Personal Research Project		5.14 Assignment		9/6/16

9/6/16	9/6/16	77	Unit 6: Medium and Message Lesson 1: Workshop: Spell Correctly	6.01 Quiz	6.01 Quiz		9/6/16
9/6/16	9/6/16	78	Unit 6: Medium and Message Lesson 2: Workshop: Text Structures and Multiple Sources				9/6/16
9/6/16	9/6/16	79	Unit 6: Medium and Message Lesson 3: Structure and Sources: Antibiotic Resistance Threats	6.03 Quiz	6.03 Quiz		9/6/16
9/6/16	9/6/16	80	Unit 6: Medium and Message Lesson 4: Assignment: Create a Technical Text	6.04 Assignment	6.04 Assignment		9/6/16
9/6/16	9/6/16	81	Unit 6: Medium and Message Lesson 5: Your Choice				9/6/16
9/6/16	9/6/16	82	Unit 6: Medium and Message Lesson 6: Workshop: Seminal Works				9/6/16
9/6/16	9/6/16	83	Unit 6: Medium and Message Lesson 7: Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature				9/6/16
9/6/16	9/6/16	84	Unit 6: Medium and Message Lesson 8: Seminal Works: "Washington's Farewell Address" A				9/6/16
9/6/16	9/6/16	85	Unit 6: Medium and Message Lesson 9: Seminal Works: "Washington's Farewell Address" B	6.09 Quiz	6.09 Quiz		9/6/16
9/6/16	9/6/16	86	Unit 6: Medium and Message Lesson 10: Workshop: Relative and Adverb Clauses	6.10 Quiz	6.10 Quiz		9/6/16
9/6/16	9/6/16	87	Unit 6: Medium and Message Lesson 11: Assignment: Write an Argument	6.11 Assignment	6.11 Assignment		9/6/16
9/6/16	9/6/16	88	Lesson 12: Unit 6: Medium and Message Your Choice				9/6/16
9/6/16	9/6/16	89	Unit 6: Medium and Message Lesson 13: Unit Review: Medium and Message				9/6/16
9/6/16	9/6/16	90	Unit 6: Medium and Message Lesson 14: Unit Test: Medium and Message	6.14 Unit Test - Part 1 6.14 Unit Test - Part 2	6.14 Unit Test - Part 1 6.14 Unit Test - Part 2		9/6/16

**MTH128A: Algebra 1**

Start Date	Day	Lesson Name	Assignment Given (if applicable)	Assignment Due (if applicable)	Standards	Assignment Due Date
9/6/16	1	Course Introduction Readiness Checkpoint	Readiness Checkpoint	Readiness Checkpoint		9/6/16
9/7/16	2	Unit 1: Expressions and Problem Solving Lesson 1: Exchange Ideas	1.01 Exchange Ideas Discussion		6.EE.A.2.c Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems.	9/6/16
9/8/16	3	Unit 1: Expressions and Problem Solving Lesson 2: Expressions	1.02 Quiz	1.02 Quiz	6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.	9/7/16
9/9/16	4	Unit 1: Expressions and Problem Solving Lesson 3: Variables			7.NS.A.3 6.EE.A.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems.	9/8/16
9/12/16	5	Unit 1: Expressions and Problem Solving Lesson 4: Equations	1.04 Quiz	1.04 Quiz	6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which	9/9/16
9/13/16	6	Unit 1: Expressions and Problem Solving Lesson 5: Translate Words into Variable Expressions			6.EE.A.2 Write expressions that record operations with numbers and with letters standing for numbers.	9/12/16
9/14/16	7	Unit 1: Expressions and Problem Solving Lesson 6: Translate Words into Equations	1.06 Quiz	1.06 Quiz	7.EE.B.4 Use variables to represent quantities in a real- world or mathematical problem. and	9/13/16
9/15/16	8	Unit 1: Expressions and Problem Solving Lesson 8: Problem Solving	1.08 Quiz	1.08 Quiz	7.EE.B.4 Use variables to represent quantities in a real- world or mathematical problem. and	9/14/16
9/16/16	9	Unit 1: Expressions and Problem Solving Lesson 9: Dimensional Analysis	1.09 Quiz	1.09 Quiz	HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems: choose and interpret units	9/15/16
9/19/16	10	Unit 1: Expressions and Problem Solving Lesson 10: Structure and Meaning	1.10 Quiz	1.10 Quiz	A-SSEA.1A Interpret parts of an expression, such as terms, factors, and coefficients.	9/16/16
9/20/16	11	Unit 1: Expressions and Problem Solving Lesson 11: Unit Review			A-SFA.1R	9/19/16
9/21/16	12	Unit 1: Expressions and Problem Solving Lesson 12: Unit Test	1.12 Unit 1 Test - Part 1 1.12 Unit 1 Test - Part 2	1.12 Unit 1 Test - Part 1 1.12 Unit 1 Test - Part 2 1.01 Exchange Ideas Discussion		9/20/16
9/22/16	13	Unit 2: One-Variable Linear Equations and Inequalities Lesson 1: Exchange Ideas	2.01 Exchange Ideas Discussion		HSA-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients	9/20/16
9/23/16	14	Unit 2: One-Variable Linear Equations and Inequalities Lesson 2: One-Step Equations			HSA-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients	9/21/16
9/26/16	15	Unit 2: One-Variable Linear Equations and Inequalities Lesson 3: Multiple Transformations	2.03 Quiz	2.03 Quiz	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	9/22/16
9/27/16	16	Unit 2: One-Variable Linear Equations and Inequalities Lesson 4: Variables on Both Sides of an Equation	2.04 Quiz	2.04 Quiz	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	9/23/16
9/28/16	17	Unit 2: One-Variable Linear Equations and Inequalities Lesson 6: Applications of Linear Equations	2.06 Quiz	2.06 Quiz	A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and	9/26/16
9/29/16	18	Unit 2: One-Variable Linear Equations and Inequalities Lesson 7: Solve Literal Equations	2.07 Quiz	2.07 Quiz	A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange	9/27/16
9/30/16	19	Unit 2: One-Variable Linear Equations and Inequalities Lesson 9: Solve Inequalities	2.09 Quiz	2.09 Quiz	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	9/28/16
10/3/16	20	Unit 2: One-Variable Linear Equations and Inequalities Lesson 10: Applications of Inequalities	2.10 Quiz	2.10 Quiz	A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and	9/29/16
10/4/16	21	Unit 2: One-Variable Linear Equations and Inequalities Lesson 11: Reasoning	2.11 Quiz	2.11 Quiz	A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from	9/30/16
10/5/16	22	Unit 2: One-Variable Linear Equations and Inequalities Lesson 12: Unit Review				10/3/16
10/6/16	23	Unit 2: One-Variable Linear Equations and Inequalities Lesson 13: Unit Test	2.13 Unit 2 Test - Part 1 2.13 Unit 2 Test - Part 2	2.13 Unit 2 Test - Part 1 2.13 Unit 2 Test - Part 2 2.01 Exchange Ideas Discussion		10/4/16
10/7/16	24	Interim Checkpoint 1	Interim Checkpoint 1 - Part 1 Interim Checkpoint 1 - Part 2	Interim Checkpoint 1 - Part 1 Interim Checkpoint 1 - Part 2	HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with	10/5/16

10/10/16	25	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 1: Exchange Ideas	3.01 Exchange Ideas Discussion		HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	10/6/16
10/11/16	26	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 2: Graphs of Lines	3.02 Quiz	3.02 Quiz		10/6/16
10/12/16	27	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 3: Forms of Linear Equations			HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	10/7/16
10/13/16	28	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 4: Write Equations of Lines	3.04 Quiz	3.04 Quiz		10/10/16
10/14/16	29	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 6: Graph Linear Equalities	3.06 Quiz	3.06 Quiz		10/11/16
10/17/16	30	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 7: Systems of Linear Equalities	3.07 Quiz	3.07 Quiz		10/12/16
10/18/16	31	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 8: Constraints	3.08 Quiz	3.08 Quiz		10/13/16
10/19/16	32	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 9: Unit Review				10/14/16
10/20/16	33	Unit 3: Two-Variable Linear Equations and Inequalities Lesson 10: Unit Test	3.10 Unit 3 Test - Part 1 3.10 Unit 3 Test - Part 2	3.10 Unit 3 Test - Part 1 3.10 Unit 3 Test - Part 2 3.01 Exchange Ideas Discussion		10/17/16
10/21/16	34	Unit 4: Working with Functions Lesson 1: Exchange Ideas	4.01 Exchange Ideas Discussion		HSF.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the HSF.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. HSF.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. CCSS.Math.Content.HSA-CED.A.2	10/18/16
10/24/16	35	Unit 4: Working with Functions Lesson 2: Relations and Functions				10/19/16
10/25/16	36	Unit 4: Working with Functions Lesson 3: Function Equations	4.03 Quiz	4.03 Quiz		10/20/16
10/26/16	37	Unit 4: Working with Functions Lesson 4: Extended Problems: Function Applications	4.04 Extended Problems: Function Applications	4.04 Extended Problems: Function Applications		10/21/16
10/27/16	38	Unit 4: Working with Functions Lesson 6: Linear Functions	4.06 Quiz	4.06 Quiz		10/24/16
10/28/16	39	Unit 4: Working with Functions Lesson 7: Transform Linear Functions	4.07 Quiz	4.07 Quiz		10/24/16
10/31/16	40	Unit 4: Working with Functions Lesson 8: Intercepts	4.08 Quiz	4.08 Quiz		10/25/16
11/1/16	41	Unit 4: Working with Functions Lesson 9: Domain and Range	4.09 Quiz	4.09 Quiz		10/26/16
11/2/16	42	Unit 4: Working with Functions Lesson 10: Absolute Value Functions	4.10 Quiz	4.10 Quiz		10/27/16
11/3/16	43	Unit 4: Working with Functions Lesson 11: Piecewise-Defined Functions	4.11 Quiz	4.11 Quiz		10/28/16
11/4/16	44	Unit 4: Working with Functions Lesson 12: Step Functions	4.12 Quiz	4.12 Quiz		10/31/16
11/7/16	45	Unit 4: Working with Functions Lesson 13: Unit Review				11/1/16
11/8/16	46	Unit 4: Working with Functions Lesson 14: Unit Test	4.14 Unit 4 Test - Part 1 4.14 Unit 4 Test - Part 2	4.14 Unit 4 Test - Part 1 4.14 Unit 4 Test - Part 2 4.01 Exchange Ideas Discussion		11/2/16
11/9/16	47	Interim Checkpoint 2	Interim Checkpoint 2 - Part 1 Interim Checkpoint 2 - Part 2	Interim Checkpoint 2 - Part 1 Interim Checkpoint 2 - Part 2		11/3/16
11/10/16	48	Unit 5: Radicals and Exponents Lesson 1: Exchange Ideas	5.01 Exchange Ideas Discussion		HSN.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those of rational numbers is rational; that the sum of a rational number and an irrational number is	11/4/16
11/11/16	49	Unit 5: Radicals and Exponents Lesson 2: Irrational Numbers	5.02 Quiz	5.02 Quiz		11/7/16

11/14/16	50	Unit 5: Radicals and Exponents Lesson 3: Simplify Radical Expressions	5.03 Quiz	5.03 Quiz	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	11/8/16
11/15/16	51	Unit 5: Radicals and Exponents Lesson 4: Operations with Radical Expressions	5.04 Quiz	5.04 Quiz	HSN.RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational.	11/9/16
11/16/16	52	Unit 5: Radicals and Exponents Lesson 5: Properties of Rational and Irrational Numbers	5.05 Quiz	5.05 Quiz	HSN.RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational.	11/9/16
11/17/16	53	Unit 5: Radicals and Exponents Lesson 7: Properties of Exponents	5.07 Quiz	5.07 Quiz	HSN.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those of rational exponents.	11/10/16
11/18/16	54	Unit 5: Radicals and Exponents Lesson 8: Growth and Decay Equations	5.08 Quiz	5.08 Quiz	HSN.RN.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and exponential functions.	11/11/16
11/21/16	55	Unit 5: Radicals and Exponents Lesson 9: Rewrite Exponential Expressions	5.09 Quiz	5.09 Quiz	HSN.RN.A.1 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	11/14/16
11/22/16	56	Unit 5: Radicals and Exponents Lesson 10: Unit Review				11/15/16
11/28/16	57	Unit 5: Radicals and Exponents Lesson 11: Unit Test	5.11 Unit 5 Test - Part 1 5.11 Unit 5 Test - Part 2	5.11 Unit 5 Test - Part 1 5.11 Unit 5 Test - Part 2 5.01 Exchange Ideas Discussion		11/16/16
11/29/16	58	Unit 6: Exponential Functions Lesson 1: Exchange Ideas	6.01 Exchange Ideas Discussion		HSF.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.	11/17/16
11/30/16	59	Unit 6: Exponential Functions Lesson 2: Graph Exponential Functions	6.02 Quiz	6.02 Quiz	HSF.LE.A.1 Determine whether a given pair is on the graph of an exponential function, given its equation.	11/18/16
12/1/16	60	Unit 6: Exponential Functions Lesson 3: Features of Exponential Functions	6.03 Quiz	6.03 Quiz	HSF.LE.A.1 Describe the end behavior of an exponential function, given its graph.	11/21/16
12/2/16	61	Unit 6: Exponential Functions Lesson 4: Transform Exponential Functions	6.04 Quiz	6.04 Quiz	HSF.LE.A.1 Describe the effect a given parameter has on a graph. Determine the equation of an exponential function that is a transformation of a given function.	11/22/16
12/5/16	62	Unit 6: Exponential Functions Lesson 6: Interpret Exponential Graphs	6.06 Quiz	6.06 Quiz	HSF.LE.A.1 Interpret key features of an exponential function, from a graph, in terms of the real-world context it represents.	11/28/16
12/6/16	63	Unit 6: Exponential Functions Lesson 7: Average Rate of Change	6.07 Quiz	6.07 Quiz	HSF.LE.A.1 Calculate a function's average rate of change over a specified interval, given the equation of the function. Approximate a function's average rate of change.	11/29/16
12/7/16	64	Unit 6: Exponential Functions Lesson 8: Identify Linear and Exponential Functions	6.08 Quiz	6.08 Quiz	HSF.LE.A.1 Determine differences in outputs for a linear function over a given interval. Determine ratios of outputs for an exponential function.	11/30/16
12/8/16	65	Unit 6: Exponential Functions Lesson 9: Multiple Representations	6.09 Quiz	6.09 Quiz	HSF.LE.A.1 Compare key features of two functions represented in different ways.	11/30/16
12/9/16	66	Unit 6: Exponential Functions Lesson 10: Unit Review				12/1/16
12/12/16	67	Unit 6: Exponential Functions Lesson 11: Unit Test	6.11 Unit 6 Test - Part 1 6.11 Unit 6 Test - Part 2	6.11 Unit 6 Test - Part 1 6.11 Unit 6 Test - Part 2 6.01 Exchange Ideas Discussion		12/2/16
12/13/16	68	Unit 7: Sequences and Modeling with Functions Lesson 1: Exchange Ideas	7.01 Exchange Ideas Discussion		HSF.BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	12/5/16
12/14/16	69	Unit 7: Sequences and Modeling with Functions Lesson 2: Sequences and Patterns	7.02 Quiz	7.02 Quiz	HSF.BF.A.2 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	12/6/16
12/15/16	70	Unit 7: Sequences and Modeling with Functions Lesson 3: Arithmetic Sequences	7.03 Quiz	7.03 Quiz	HSF.BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	12/7/16
12/16/16	71	Unit 7: Sequences and Modeling with Functions Lesson 4: Geometric Sequences	7.04 Quiz	7.04 Quiz	HSF.BF.A.2 Write geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	12/8/16
1/3/17	72	Unit 7: Sequences and Modeling with Functions Lesson 5: Extended Problems: Sequences	7.05 Extended Problems: Sequences	7.05 Extended Problems: Sequences	HSF.BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula.	12/9/16
1/4/17	73	Unit 7: Sequences and Modeling with Functions Lesson 6: Your Choice				12/12/16
1/5/17	74	Unit 7: Sequences and Modeling with Functions Lesson 7: Function Parameters	7.07 Quiz	7.07 Quiz	HSF.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.	12/13/16

1/6/17	75	Unit 7: Sequences and Modeling with Functions Lesson 8: Model Linear Relationships	7.08 Quiz	7.08 Quiz	HSF.LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a HSF.LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a	12/14/16
1/9/16	76	Unit 7: Sequences and Modeling with Functions Lesson 9: Model Exponential Relationships	7.09 Quiz	7.09 Quiz		12/15/16
1/10/16	77	Unit 7: Sequences and Modeling with Functions Lesson 10: Unit Review				12/16/16
1/11/16	78	Unit 7: Sequences and Modeling with Functions Lesson 11: Unit Test	7.11 Unit 7 Test - Part 1 7.11 Unit 7 Test - Part 2	7.11 Unit 7 Test - Part 1 7.11 Unit 7 Test - Part 2 7.01 Exchange Ideas Discussion		12/16/16
1/12/16	79	Semester Review	Semester Review	Semester Review		1/3/17
1/13/16	80	Semester Review	Semester Review	Semester Review		1/4/17
1/17/16	81	Semester Review	Semester Review	Semester Review		1/5/17
1/18/16	82	Semester Review	Semester Review	Semester Review		1/6/17
1/19/16	83	Semester Final	Semester Final	Semester Final		1/9/17
						9/6/16
						9/6/16
						9/6/16
						9/6/16
						9/6/16
						9/6/16
						9/6/16

**MTH208A: Geometry**

Start Date	Day	Lesson Name	Assignment Given (if applicable)	Assignment Due (if applicable)	Standards	Assignment Due Date
9/6/16	1	Course Introduction Readiness Checkpoint	Readiness Checkpoint	Readiness Checkpoint		9/6/16
9/7/16	2	Unit 1: Basic Tools and Transformations Lesson 1: Exchange Ideas: Basic Tools and Transformations	1.01 Exchange Ideas Discussion			9/6/16
9/8/16	3	Unit 1: Basic Tools and Transformations Lesson 2: Basic Geometric Terms and Definitions 1	1.02 Quiz	1.02 Quiz	CCSS.Math.Content.HSG-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	9/7/16
9/9/16	4	Unit 1: Basic Tools and Transformations Lesson 3: Basic Geometric Terms and Definitions 2	1.03 Quiz	1.03 Quiz	CCSS.Math.Content.HSG-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	9/8/16
9/12/16	5	Unit 1: Basic Tools and Transformations Lesson 4: Measure Length	1.04 Quiz	1.04 Quiz	CCSS.Math.Content.7.NS.A.1c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this.	9/9/16
9/13/16	6	Unit 1: Basic Tools and Transformations Lesson 5: Measure Angles	1.05 Quiz	1.05 Quiz	CCSS.Math.Content.HSG-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	9/12/16
9/14/16	7	Unit 1: Basic Tools and Transformations Lesson 6: Transformations 1	1.06 Quiz	1.06 Quiz	CCSS.Math.Content.HSG-CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare	9/13/16
9/15/16	8	Unit 1: Basic Tools and Transformations Lesson 7: Transformations 2	1.07 Quiz	1.07 Quiz	CCSS.Math.Content.HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	9/14/16
9/16/16	9	Unit 1: Basic Tools and Transformations Lesson 8: Discuss: Transformations	1.08 Transformations Discussion		CCSS.Math.Content.HSG-CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given	9/15/16
9/19/16	10	Unit 1: Basic Tools and Transformations Lesson 10: Use Algebra to Describe Geometry 1	1.10 Quiz	1.10 Quiz	CCSS.Math.Content.HSG-CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare	9/16/16
9/20/16	11	Unit 1: Basic Tools and Transformations Lesson 11: Use Algebra to Describe Geometry 2	1.11 Quiz	1.11 Quiz	CCSS.Math.Content.HSG-CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given	9/19/16
9/21/16	12	Unit 1: Basic Tools and Transformations Lesson 12: Polygons and Symmetry 1	1.12 Quiz	1.12 Quiz	CCSS.Math.Content.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	9/20/16
9/22/16	13	Unit 1: Basic Tools and Transformations Lesson 13: Polygons and Symmetry 2	1.13 Quiz	1.13 Quiz	CCSS.Math.Content.HSG-CO.C.10 Prove theorems about triangles CCSS.Math.Content.HSG-CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	9/20/16
9/23/16	14	Unit 1: Basic Tools and Transformations Lesson 14: Dilations	1.14 Quiz	1.14 Quiz 1.08 Transformations Discussion	CCSS.Math.Content.HSG-SRT.A.1a A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	9/21/16
9/26/16	15	Unit 1: Basic Tools and Transformations Lesson 15: Unit Review				9/22/16
9/27/16	16	Unit 1: Basic Tools and Transformations Lesson 16: Unit Test	1.16 Unit Test - Part 1 1.16 Unit Test - Part 2	1.16 Unit Test - Part 1 1.16 Unit Test - Part 2 1.01 Exchange Ideas Discussion		9/23/16



9/28/16	17	Unit 2: Reasoning and Proof Lesson 1: Exchange Ideas: Reasoning and Proof	2.01 Exchange Ideas Discussion			9/26/16
9/29/16	18	Unit 2: Reasoning and Proof Lesson 2: Reasoning 1	2.02 Quiz	2.02 Quiz	CCSS.Math.Content.HSG-CO.C.9 Prove theorems about lines and angles. CCSS.Math.Content.HSG-CO.C.11 Prove theorems about parallelograms.	9/27/16
9/30/16	19	Unit 2: Reasoning and Proof Lesson 3: Reasoning 2	2.03 Quiz	2.03 Quiz	CCSS.Math.Content.HSG-CO.C.9 Prove theorems about lines and angles. CCSS.Math.Content.HSG-CO.C.11 Prove theorems about parallelograms.	9/28/16
10/3/16	20	Unit 2: Reasoning and Proof Lesson 4: Reasoning 3	2.04 Quiz	2.04 Quiz	CCSS.Math.Content.HSG-CO.C.9 Prove theorems about lines and angles. CCSS.Math.Content.HSG-CO.C.11 Prove theorems about parallelograms.	9/29/16
10/4/16	21	Unit 2: Reasoning and Proof Lesson 6: Styles of Proofs	2.06 Quiz	2.06 Quiz	CCSS.Math.Content.HSG-CO.C.9 Prove theorems about lines and angles. CCSS.Math.Content.HSG-CO.C.11 Prove theorems about parallelograms.	9/30/16
10/5/16	22	Unit 2: Reasoning and Proof Lesson 7: Algebraic Proof	2.07 Quiz	2.07 Quiz	CCSS.Math.Content.HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument CCSS.Math.Content.HSG-CO.C.9 Prove theorems about lines and angles.	10/3/16
10/6/16	23	Unit 2: Reasoning and Proof Lesson 8: Geometric Two-Column Proof	2.08 Quiz	2.08 Quiz	CCSS.Math.Content.HSG-CO.C.11 Prove theorems about parallelograms.	10/4/16
10/7/16	24	Unit 2: Reasoning and Proof Lesson 9: Unit Review				10/5/16
10/10/16	25	Unit 2: Reasoning and Proof Lesson 10: Unit Test	2.10 Unit Test - Part 1 2.10 Unit Test - Part 2	2.10 Unit Test - Part 1 2.10 Unit Test - Part 2 2.01 Exchange Ideas Discussion		10/6/16
10/11/16	26	Geometry Checkpoint 1	Geometry Checkpoint 1 - Part 1 Geometry Checkpoint 1 - Part 2	Geometry Checkpoint 1 - Part 1 Geometry Checkpoint 1 - Part 2		10/6/16
10/12/16	27	Unit 3: Congruence and Constructions Lesson 1: Exchange Ideas: Congruence and Constructions	3.01 Exchange Ideas Discussion			10/7/16
10/13/16	28	Unit 3: Congruence and Constructions Lesson 2: Constructions of Segments, Angles, and Bisectors	3.02 Quiz	3.02 Quiz	CCSS.Math.Content.HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; CCSS.Math.Content.HSG-CO.C.9 Prove theorems about lines and angles.	10/10/16
10/14/16	29	Unit 3: Congruence and Constructions Lesson 3: Vertical Angle Relationships	3.03 Quiz	3.03 Quiz		10/11/16
10/17/16	30	Unit 3: Congruence and Constructions Lesson 4: Congruent Polygons and Their Corresponding Parts 1			CCSS.Math.Content.HSG-CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	10/12/16
10/18/16	31	Unit 3: Congruence and Constructions Lesson 5: Congruent Polygons and Their Corresponding Parts 2	3.05 Quiz	3.05 Quiz	CCSS.Math.Content.HSG-CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	10/13/16
10/19/16	32	Unit 3: Congruence and Constructions Lesson 7: Triangle Congruence: SSS, SAS, and ASA 1			CCSS.Math.Content.HSG-CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	10/14/16

10/20/16	33	Unit 3: Congruence and Constructions Lesson 8: Triangle Congruence: SSS, SAS, and ASA 2	3.08 Quiz	3.08 Quiz	CCSS.Math.Content.HSG-CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	10/17/16
10/21/16	34	Unit 3: Congruence and Constructions Lesson 9: Your Choice				10/18/16
10/24/16	35	Unit 3: Congruence and Constructions Lesson 10: Constructions with Polygons 1				10/19/16
10/25/16	36	Unit 3: Congruence and Constructions Lesson 11: Constructions with Polygons 2	3.11 Quiz	3.11 Quiz		10/20/16
10/26/16	37	Unit 3: Congruence and Constructions Lesson 12: Congruence and Rigid Motions	3.12 Quiz	3.12 Quiz		10/21/16
10/27/16	38	Unit 3: Congruence and Constructions Lesson 13: Unit Review				10/24/16
10/28/16	39	Unit 3: Congruence and Constructions Lesson 14: Unit Test	3.14 Unit Test - Part 1 3.14 Unit Test - Part 2	3.14 Unit Test - Part 1 3.14 Unit Test - Part 2 3.01 Exchange Ideas Discussion		10/24/16
10/31/16	40	Unit 4: Analytic Geometry Lesson 1: Exchange Ideas: Analytic Geometry	4.01 Exchange Ideas Discussion			10/25/16
11/1/16	41	Unit 4: Analytic Geometry Lesson 2: Rectangles, Triangles, and Composite Figures				10/26/16
11/2/16	42	Unit 4: Analytic Geometry Lesson 3: Compute Area and Perimeter with Coordinates	4.03 Quiz	4.03 Quiz		10/27/16
11/3/16	43	Unit 4: Analytic Geometry Lesson 5: Applications of Coordinates	4.05 Quiz	4.05 Quiz		10/28/16
11/4/16	44	Unit 4: Analytic Geometry Lesson 6: Parallel and Perpendicular Lines	4.06 Quiz	4.06 Quiz		10/31/16
11/7/16	45	Unit 4: Analytic Geometry Lesson 7: Use Slope	4.07 Quiz	4.07 Quiz		11/1/16
11/8/16	46	Unit 4: Analytic Geometry Lesson 8: Your Choice				11/2/16
11/9/16	47	Unit 4: Analytic Geometry Lesson 9: Coordinate Proofs	4.09 Quiz	4.09 Quiz		11/3/16
11/10/16	48	Unit 4: Analytic Geometry Lesson 10: Unit Review				11/4/16

11/11/16	49	Unit 4: Analytic Geometry Lesson 11: Unit Test	4.11 Unit Test - Part 1 4.11 Unit Test - Part 2	4.11 Unit Test - Part 1 4.11 Unit Test - Part 2 4.01 Exchange Ideas Discussion		11/7/16
11/14/16	50	Geometry Checkpoint 2	Geometry Checkpoint 2 - Part 1 Geometry Checkpoint 2 - Part 2	Geometry Checkpoint 2 - Part 1 Geometry Checkpoint 2 - Part 2		11/8/16
11/15/16	51	Unit 5: Line and Triangle Relationships Lesson 1: Exchange Ideas: Line and Triangle Relationships	5.01 Exchange Ideas Discussion			11/9/16
11/16/16	52	Unit 5: Line and Triangle Relationships Lesson 2: Parallel Lines and Transversals 1				11/9/16
11/17/16	53	Unit 5: Line and Triangle Relationships Lesson 3: Parallel Lines and Transversals 2	5.03 Quiz	5.03 Quiz		11/10/16
11/18/16	54	Unit 5: Line and Triangle Relationships Lesson 4: Converses of Parallel Line Properties 1				11/11/16
11/21/16	55	Unit 5: Line and Triangle Relationships Lesson 6: Converses of Parallel Line Properties 2	5.06 Quiz	5.06 Quiz		11/14/16
11/22/16	56	Unit 5: Line and Triangle Relationships Lesson 7: The Triangle Sum Theorem 1				11/15/16
11/28/16	57	Unit 5: Line and Triangle Relationships Lesson 8: The Triangle Sum Theorem 2	5.08 Quiz	5.08 Quiz		11/16/16
11/29/16	58	Unit 5: Line and Triangle Relationships Lesson 9: Isosceles and Equilateral Triangles	5.09 Quiz	5.09 Quiz		11/17/16
11/30/16	59	Unit 5: Line and Triangle Relationships Lesson 11: Bisectors of a Triangle: Circumcenter				11/18/16
12/1/16	60	Unit 5: Line and Triangle Relationships Lesson 12: Bisectors of a Triangle: Incenter	5.12 Quiz	5.12 Quiz		11/21/16
12/2/16	61	Unit 5: Line and Triangle Relationships Lesson 13: Medians of a Triangle: Centroid and Orthocenter	5.13 Quiz	5.13 Quiz		11/22/16
12/5/16	62	Unit 5: Line and Triangle Relationships Lesson 14: Triangle Midsegment Theorem	5.14 Quiz	5.14 Quiz		11/28/16
12/6/16	63	Unit 5: Line and Triangle Relationships Lesson 15: Quadrilaterals and Their Properties 1	5.15 Quiz	5.15 Quiz		11/29/16
12/7/16	64	Unit 5: Line and Triangle Relationships Lesson 16: Quadrilaterals and Their Properties 2	5.16 Quiz	5.16 Quiz		11/30/16

12/8/16	65	Unit 5: Line and Triangle Relationships Lesson 17: Parallelograms 1	5.17 Quiz	5.17 Quiz		11/30/16
12/9/16	66	Unit 5: Line and Triangle Relationships Lesson 18: Parallelograms 2	5.18 Quiz	5.18 Quiz		12/1/16
12/12/16	67	Unit 5: Line and Triangle Relationships Lesson 19: Unit Review				12/2/16
12/13/16	68	Unit 5: Line and Triangle Relationships Lesson 20: Unit Test	5.20 Unit Test - Part 1 5.20 Unit Test - Part 2	5.20 Unit Test - Part 1 5.20 Unit Test - Part 2 5.01 Exchange Ideas Discussion		12/5/16
12/14/16	69	Unit 6: Similarity Lesson 1: Exchange Ideas: Similarity	6.01 Exchange Ideas Discussion			12/6/16
12/15/16	70	Unit 6: Similarity Lesson 2: Dilations	6.02 Quiz	6.02 Quiz		12/7/16
12/16/16	71	Unit 6: Similarity Lesson 3: Dilations and Scale Factors	6.03 Quiz	6.03 Quiz		12/8/16
1/3/17	72	Unit 6: Similarity Lesson 5: Directed Line Segments	6.05 Quiz	6.05 Quiz		12/9/16
1/4/17	73	Unit 6: Similarity Lesson 6: Similar Polygons 1				12/12/16
1/5/17	74	Unit 6: Similarity Lesson 8: Similar Polygons 2	6.08 Quiz	6.08 Quiz		12/13/16
1/6/17	75	Unit 6: Similarity Lesson 9: Extended Problems: Similarity	Unit 6: Similarity Lesson 9: Extended Problems: Similarity	Unit 6: Similarity Lesson 9: Extended Problems: Similarity		12/14/16
1/9/16	76	Unit 6: Similarity Lesson 10: Unit Review				12/15/16
1/10/16	77	Unit 6: Similarity Lesson 11: Unit Test	6.11 Unit Test - Part 1 6.11 Unit Test - Part 2	6.11 Unit Test - Part 1 6.11 Unit Test - Part 2 6.01 Exchange Ideas Discussion		12/16/16
1/11/16	78	Semester Review	Semester Review	Semester Review		12/16/16
1/12/16	79	Semester Review	Semester Review	Semester Review		1/3/17
1/13/16	80	Semester Review	Semester Review	Semester Review		1/4/17

1/17/16	81	Semester Review	Semester Review	Semester Review		1/5/17
1/18/16	82	Semester Final	Semester Final	Semester Final		1/6/17
1/19/16	83	Semester Final	Semester Final	Semester Final		1/9/17
	84					1/10/17
	85					1/11/17
	86					1/12/17
	87					1/13/17
	88					1/17/17
	89					1/18/17
	90					1/18/17

## **ITCA Cengage CTE Courses**

These courses have been aligned to CTE curriculum standards. The report has been shared with associated Idaho Division of Career-Technical Education Program Managers.

BUS111-CEN General Accounting 1  
HLT511-CEN Nursing Assistant with Exam Prep 1  
HLT512-CEN Nursing Assistant with Exam Prep 2  
HLT513-CEN Nursing Assistant with Exam Prep 3  
HLT531-CEN Medical Assistant with Exam Prep 1  
HLT532-CEN Medical Assistant with Exam Prep 2  
HLT533-CEN Medical Assistant with Exam Prep 3  
TCH101-CEN Introduction to Computer Science  
TCH211-CEN Programming Logic & Design  
TCH321-CEN Java Programming 1  
  
TCH322-CEN Java Programming 2  
TCH411-CEN Adobe DreamWeaver with Exam Prep  
TCH421-CEN Adobe Illustrator with Exam Prep  
TCH431-CEN Adobe InDesign with Exam Prep  
TCH441-CEN Adobe Photoshop with Exam Prep  
TCH541-CEN Network+ Guide to Networks with Exam Prep 1  
TCH542-CEN Network+ Guide to Networks with Exam Prep 2  
TCH551-CEN Security+ with Exam Prep 1  
TCH552-CEN Security+ with Exam Prep 2  
TCH561-CEN A+ Computer Management with Exam Prep 1  
TCH562-CEN A+ Computer Management with Exam Prep 2  
  
HLT212-CEN Introduction to Medical Terminology  
SCI321-CEN Anatomy and Physiology 1  
SCI322-CEN Anatomy and Physiology 2  
TCH112-CEN Microsoft Word 2016/365 with Exam Prep  
TCH122-CEN Microsoft Excel 2016/365 with Exam Prep  
TCH132-CEN Microsoft PowerPoint 2016/365 with Exam Prep  
TCH142-CEN Microsoft Access 2016/365 with Exam Prep



Revised 08.15.16

## **Idaho College and Career Readiness Academy: *Full-Time* Teacher Expectations**

Every full-time teacher should be on a personal mission to motivate and inspire students to commit to their education and work to their potential for educational and personal success. We have a unique opportunity to serve students in a non-traditional setting and that requires non-traditional services from all staff. The following expectations will help to guide you in your exciting journey in online education.

You are responsible for the overall facilitation and management of the courses you are assigned. Examples are bulleted for your reference.

In addition to the students in your courses, you will also be assigned a group of homeroom students and will be responsible for communicating with and supervising the achievement of those students.

Guiding principles:

- Support the school vision and goal of increasing student achievement.
- Follow guidelines outlined in IDCCRA certificated employee handbook
- Maintain organization in home office and daily tasks
- Adhere to assigned deadlines
- Use data to drive instruction
- Positive, consistent, and effective communication with administration, colleagues, parents and students
- Increase Academic Growth as measured by the State of Idaho assessments

### ***School Schedule***

- ☐ Monday-Friday 8:30 – 4:00 in your time zone.
- ☐ Weekly Live Help! – Teachers do these at various times.

### ***Communication and Contact***

- ☐ Publish your telephone number, email address in your email signature.
- ☐ Ensure that all personal social networking sites are kept private and inaccessible to students.
- ☐ Complete pre- and post-school preparation, procedures, and requirements.
  - Strong Start responsibilities and/or online orientations
  - Startup documents and phone calls to new families
  - Professional Development
  - Check out checklist
- ☐ Check e-mail, kmail and phone messages daily.
  - Respond to student and family e-mails or questions immediately, or as soon as possible. You have a maximum of one school day (**24 hours**) to respond to parent and student questions. Preferred expectation is that messages/Kmail is ideally answered within 4-5 hours.



Revised 08.15.16

- Respond to colleagues, Academic Counselor, and Administrators in a timely manner.
  - Respond to requests for information, surveys, and e-mails from local school office or central office in a timely manner.
- ☐ Log your notes daily into Totalview. – Reinforce this.
- ☐ Log all attempts and contacts in Totalview appropriately. Successful contact is defined as circular contact (can be IM, email, phone, etc) Reinforce logging calls.
  - Contact homeroom students weekly (if student is passing courses and does not want a call weekly, this can be extended to a call every two weeks).
  - Four weeks prior to the conclusion of a semester, switch from calling homeroom students weekly to calling students in your classes that are in the 20% - 60% range weekly.
  - Monitor and follow the FAST referral process for homeroom students using the Activity report and course grade books.
  - Escalate any course or HR students as necessary.
  - Weekly progress reports to all HR students.

#### ***LMS Course Maintenance***

- ☐ Set up all courses at the beginning of each academic term.
- ☐ Prepare for all courses by reviewing each unit.
- ☐ Post teacher expectations for students, syllabi, calendars, etc.
- ☐ Make sure teacher contact information is easily found in your course.
- ☐ Post instructions for students to find and use textbook, tools, and resources.
- ☐ Post regular announcements and calendar updates.

#### ***Instruction***

- ☐ Conduct instructional session(s) each week/per course unless otherwise determined by the teacher and approved by the school Principal.
  - Be persistent in getting students to attend sessions; post days and times of live sessions through the LMS and invite administrators
  - Create engaging learning opportunities that reflect the week's key concepts from the course material
  - Make sure that lessons are labeled with the CC standard appropriate for the subject
  - Make sure that recording links are filed and labeled appropriately and that students know how to access these
- ☐ Individualized Learning Plans should be completed once each semester with all OL Success students.
- ☐ School Assessment Plan and benchmark testing should be included in grade books as determined by the department to increase participation in those initiatives.
- ☐ Work as a team to increase school assessment plan and Fall/Spring benchmark participation to 95%.





Revised 08.15.16

- ☐ Encourage program participation with students through announcements and reminders.

### ***Grading/Reporting***

- ☐ Log in to all courses daily to check the Gradebook or Dropbox for new quizzes or online assignments.
- ☐ Grade assessments and assignments as soon as possible. You have a maximum of three school days (**72 hours**) to grade semester assignments and post grades in the LMS.
- ☐ Review students' posts and respond within three school days (**72 hours**).
- ☐ Enter participation points in accordance with school policy.
- ☐ Complete necessary class/student reports as requested by Administration.

### ***Required Attendance/Participation***

- ☐ Attend and engage in all PLC and Faculty Meetings.
- ☐ Attend and engage in professional development and required K12 training (including F2F).
- ☐ Complete the teacher online orientation with mastery of the topics covered.
- ☐ Attend and engage in IEP/504 meetings as required by state law.
- ☐ Attend Orientation/Information sessions as needed in the area in which you reside.
- ☐ Attend school-sponsored social events (academic and non-academic) for students in your area.
- ☐ Assist with proctoring state tests as necessary.

### ***Logistics***

- ☐ Submit expense claims on a monthly basis.
- ☐ Bi-weekly grade exports
- ☐ Final Exams, grades and report cards submitted/sent
- ☐ Re-registration monitoring with HR students
- ☐ Submit sick time in a timely manner.
- ☐ Make arrangements per school policy for a substitute to cover classes accordingly for extended sick or leave time. Provide principal or department head the required scope of work for the coverage and the substitute time needed. Work with the principal to ensure a smooth transition to a substitute teacher.
- ☐ Complete end of semester/year procedures and requirements.

### ***Other duties as Assigned***



# ITCA Academic Plan Overview

# INTRODUCTION

The purpose of this document is to guide the school in deploying a school-based academic plan for the 2016-2017 school year, organized according to seven guiding standards:

- Instruction
- Assessment
- Staffing
- Observation and Feedback
- Data-Driven Instruction
- Culture
- Professional Development

Each standard codifies best educational practices, and provides resources that can be used in deploying a school-based academic plan.

By articulating priorities, identifying challenges, establishing timelines, and setting measurable goals, an academic plan will help the school chart a path toward educational success.

These four questions (posed by Rick DuFour, author of *Professional Learning Communities at Work*) are at the heart of an effective process for developing an academic plan:

- What do students need to know and be able to do?
- How will we know when they have learned it?
- What will we do when they haven't learned it?
- What will we do when they already know it?

A comprehensive academic plan, carefully developed and thoughtfully implemented, can help the school become a professional learning community in which educators are unified by a shared understanding of what is needed to help students learn and achieve.

# ACADEMIC PLAN OVERVIEW

Goal (Task, Product, etc.)	Components	AdvancED Alignment
<b>INSTRUCTION</b>		
<b>Instructional Calendar</b> School-specific dates and events that apply to Instruction for the upcoming school year (to be compiled in the school's Master Calendar).	<ul style="list-style-type: none"> <li>Instructional calendar</li> </ul>	<p>1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.</p> <p>2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.</p>
<b>MTSS (Multi-Tiered System of Supports)/RTI (Response to Intervention)</b> A multi-tier approach to the early identification and support of students learning and behavioral needs.	<ul style="list-style-type: none"> <li>MTSS/RTI guide and/or policy</li> </ul>	<p>3.1 The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</p> <p>3.3 Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and achievement of learning expectations.</p> <p>5.2 Professional and support personnel continuously collect, analyze, and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.</p> <p>5.4 Engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</p>

**Special Programs**

**Special programs support the unique needs of individual learners with learning challenges due to disability, economic status, English language proficiency, gifts, and talents.**

- Applicable manuals

3.1 The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

3.3 Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and achievement of learning expectations.

5.2 Professional and support personnel continuously collect, analyze, and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.

5.4 Engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**Instructional Mapping**

**A process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level.**

- Instructional map by course or grade level

3.1 The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

3.2 Curriculum, instruction, and assessments are designed, monitored, and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of virtual education.

5.4 Engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**Instructional Cycle**

**A predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need (Advanced, Proficient, Basic, and Below Basic).**

- Instructional cycle that includes dates for cycle, plus one week, and interim assessment

3.12 The institution provides and coordinates learning support services to meet the unique learning needs of students.

5.2 Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**Instructional Framework**

**The scheduling structure that each school adopts to ensure students are provided live and synchronous instruction in general and/or targeted sessions.**

- Teacher and student schedules

3.1 The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

3.2 Curriculum, instruction, and assessments are designed, monitored, and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of virtual education.

3.3 Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and achievement of learning expectations.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

**Grading Structure**

School grading structure encompasses multiple measures of learning that can include (are not limited to) student assessments in online school, teacher-graded assignments, formative interim assessments, and participation.

- School grading structure

3.8 The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family.

3.10 Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses.

**ASSESSMENT****Assessment Calendar**

School-specific dates and events that apply to Assessment for the upcoming school year (to be compiled in the school's Master Calendar).

- Assessment calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Readiness Assessment**

Used to determine a student's academic strengths and weaknesses and administered before the beginning of the school year or upon enrollment approval.

- Assessment choice and delivery method

3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

4.6 Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.

5.1 The institution establishes and maintains a clearly defined and comprehensive student assessment system.

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

**Formative Interim Assessment**

Administered four times a year during the final week of the instructional cycle, to assess student mastery of the state standards and objectives taught throughout each instructional cycle.

- Assessment choice and delivery method

3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

4.6 Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.

5.1 The institution establishes and maintains a clearly defined and comprehensive student assessment system.



#### **Summative Assessment**

**Used to measure student learning at culminating points in a student's academic career, such as the end of a semester or the end of the school year. Summative assessments are often high-stakes assessments.**

- Assessment choice and delivery method

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

4.6 Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.

5.1 The institution establishes and maintains a clearly defined and comprehensive student assessment system.

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5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

### **STAFFING**

#### **Staffing Calendar**

**School-specific dates and events that apply to Staffing for the upcoming school year (to be compiled in the school's Master Calendar).**

- Staffing calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Homeroom/Advisor Model**

**Groups of students are assigned to one staff member in an advisor and advisee relationship. The designated staff member fosters a relationship of trust and support with his/her students and serves as the first line of contact for holistic academic oversight, general issues, and communication.**

- Homeroom advisory structure
- Roles and responsibilities guide for homeroom teacher/advisor

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction.

3.9 The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.

4.7 The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

**High School Staffing Model**  
**Content-specific teachers for all courses**  
**and a homeroom/advisor designation**  
**appropriate to school size and state**  
**requirements.**

- HS model structure
- Organizational chart
- Roles and responsibilities

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction.

3.5 Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.

3.12 The institution provides and coordinates learning support services to meet the unique learning needs of students.

4.7 The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

**Special Programs Staffing**  
**Programs that support student needs in**  
**areas of special education, tiered and**  
**targeted support, English Language**  
**Learners, and Advanced Learners.**

- Organizational chart
- Roles and responsibilities

3.12 The institution provides and coordinates learning support services to meet the unique learning needs of students.

4.1 Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success in the digital learning environment.

**Administrator/Principal**

**A detailed account of the responsibilities of the school's leader who is charged with ensuring instructional quality and academic compliance.**

- Organizational Chart
- Roles and Responsibilities

4.3 The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment.

4.7 The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

**OBSERVATION AND FEEDBACK**

**Observation and Feedback Calendar**  
**School-specific dates and events that apply to Observation and Feedback for the upcoming school year (to be compiled in the school's Master Calendar).**

- Observation and feedback calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

**Informal Observation (Classroom Visit)**  
**Monthly visits to teachers' live or recorded classrooms for the purpose of providing timely feedback and instructional coaching.**

- Informal observation plan and rubric

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

2.6 Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.

**Formal Observations**  
**Scheduled live observations that include a review of synchronous and asynchronous instructional duties. A pre-conference and post-conference with detailed feedback are included in each formal observation.**

- Formal observation plan and rubric

2.6 Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.

### Evaluation

Annual formal evaluation of each teacher's effectiveness including synchronous and asynchronous instruction, lesson planning, and professionalism--with feedback to promote professional growth.

- Formal observation plan and rubric

2.6 Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.

## DATA-DRIVEN INSTRUCTION

**Data-Driven Instruction Calendar**  
School-specific dates and events that apply to Data-Driven Instruction for the upcoming school year (to be compiled in the school's Master Calendar).

- DDI calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Data Analysis Protocol**  
Schools will create systems and procedures for continual data analysis, regular data conferences, and ongoing teacher training. Data analysis is used to inform and evaluate each instructional cycle.

- Data analysis protocol

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

5.2 Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.

**Data Action Planning and Accountability**  
**Measurable action steps are developed in response to the data analysis. Action steps include SMART goals, instructional strategies, and a system for follow-up to monitor progress. Action steps will be implemented during each instructional cycle.**

- Data analysis protocol
- System for tracking action steps

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

3.4 Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

5.2 Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.

5.3 Professional and support personnel are trained in the evaluation, interpretation and use of data.

5.4 The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

## CULTURE

**Culture Calendar**  
**School-specific dates and events that apply to Culture for the upcoming school year (to be compiled in the school's Master Calendar).**

- Culture calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**School Vision**

**A public declaration that describes the schools commitment to high-level goals and educational purpose.**

- Vision plan

1.1 The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable, and adaptable virtual educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practices in virtual education and the institution's purpose and direction.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

2.8 The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.

**Communication Policy**

**A comprehensive policy that outlines communication requirements for all stakeholders, addressing frequency, tone, and professionalism.**

- Communication policy

1.1 The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.

3.8 The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the



students are informed of their learning progress rather than the family.

3.9 The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience.

**Community Plan**  
**How the school instills a sense of community amongst students, Learning Coaches, school administrators, teachers, and staff.**

- Community plan

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable, and adaptable virtual educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practices in virtual education and the institution's purpose and direction.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Engagement Plan**  
**The accountability-focused approach to student and family engagement in student learning.**

- Engagement plan

1.1 The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable, and adaptable virtual educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practices in virtual education and the institution’s purpose and direction.

**Individualized Learning Plan (ILP)**

**An Individualized Learning Plan defines how a school will customize the learning experience by addressing each student's unique strengths, weaknesses, and aptitudes.**

- ILP plan

1.1 The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.

1.2 Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable, and adaptable virtual educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

2.4 Leadership and personnel foster a culture consistent with professional practices in virtual education and the institution’s purpose and direction.

2.5 Leadership engages stakeholders effectively in support of the institution’s purpose and direction.

**Managing School Leadership**

**Potential leaders are identified, trained in instructional leadership, and regularly provided detailed and timely performance feedback throughout the school year.**

- Managing school leadership plan (includes leadership training)

3.11 Professional and support personnel participate in a continuous program of professional learning.

5.3 Professional and support personnel are trained in the evaluation, interpretation, and use of data.

**School Handbook**

**Outlines all policies and procedures as they apply to student success in an online**

- School handbook

2.8 The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.

school. Critical dates for assessment, grading, attendance periods, and instructional cycles are included.

4.3 The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment.

5.5 Leadership monitors and communicates to stakeholders' comprehensive information about student learning, the organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals.

## PROFESSIONAL DEVELOPMENT

**Professional Development Calendar**  
School-specific dates and events that apply to Professional Development for the upcoming school year (to be compiled in the school's Master Calendar).

- PD calendar

1.3 Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.

2.5 Leadership engages stakeholders effectively in support of the institution's purpose and direction.

**Schoolwide Professional Development**  
Professional development is aligned to the instructional map and assessment calendar, providing opportunities to instructional and support staff for growth in data-driven instruction, instructional practices, and instructional leadership.

- Schoolwide PD Plan

3.5 Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.

3.11 Professional and support personnel participate in a continuous program of professional learning.

**Individual Professional Development**  
Use teacher data from classroom observations and student assessments to tailor professional learning to specific teacher or support staff needs.

- Individual PD Plan

5.3 Professional and support personnel are trained in the evaluation, interpretation, and use of data.

3.5 Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.

3.11 Professional and support personnel participate in a continuous program of professional learning.

5.3 Professional and support personnel are trained in the evaluation, interpretation, and use of data.



## IDAHO TECHNICAL CAREER ACADEMY EXHIBIT 7 STATE APPROVED DANIELSON EVALUATION

1965 S. Eagle Road, Suite 150  
Meridian, ID 83642  
ph: 208.917.2420  
fx: 208.917.2416

[IDCCRA.K12.com](http://IDCCRA.K12.com)

### **TEACHER EVALUATION PLAN**

#### **Purpose of Teacher Evaluation**

The purpose of the IDCCRA evaluation process is to improve student performance. This is accomplished by deploying a system that provides a fair, objective, reliable, valid and transparent evaluation process that supports teacher growth, improves instructional practice, and provides information for making thoughtful personnel decisions.

#### **Evaluation Criteria**

Idaho code outlines a specific evaluation process on how schools may evaluate certificated personnel. A major part of Idaho's Evaluation System for Teachers is the *Charlotte Danielson rubric*. This standards-based instrument provides descriptions of professional practices for each level of the performance continuum. The Danielson Framework for Teaching is composed of 4 domains. Within those 4 domains are a number of components, and within each component are smaller elements.

All certificated personnel will be evaluated based on this model. The domains include:

- **Domain 1** - Planning and Preparation
  - a: Demonstrating Knowledge of Content and Pedagogy
  - b: Demonstrating Knowledge of Students
  - c: Setting Instructional Outcomes
  - d: Demonstrating Knowledge of Resources
  - e: Designing Coherent Instruction
  - f: Designing Student Assessments
- **Domain 2** - Learning Environment
  - a: Creating an Environment of Respect and Rapport
  - b: Establishing a Culture for Learning
  - c: Managing Classroom Procedures
  - d. Managing Student Behavior
  - e. Organizing Physical Space
- **Domain 3** - Instruction and Use of Assessment
  - a: Communicating with Students
  - b: Using Questioning and Discussion Techniques
  - c: Engaging Students in Learning

- d: Using Assessment in Instruction
- e: Demonstrating Flexibility and Responsiveness

- **Domain 4 - Professional Responsibilities**
  - a: Reflecting on Teaching
  - b: Maintaining Accurate Records
  - c: Communicating with Families
  - d: Participating in a Professional Community
  - e: Growing and Developing Professionally
  - f: Showing Professionalism

## **Evaluator**

The primary responsibility for the evaluation lies with the direct supervisor. This could be the Head of School or the building principal. The Head of School may recruit the assistance in performing observations and collecting data from qualified individuals as needed.

## **Sources of Data**

Data collected will include components of Professional Practice (67%) and Student Achievement (33%).

### **Professional Practice (67%)**

- A minimum of two documented observations annually with one completed prior to January 1<sup>st</sup>.
- Parent Input

### **Student Achievement (33%)**

- A minimum of two measures of growth in Student Achievement with ISAT counted as one of the measures.
- Additional sources of measure may vary but might include:
  - pre to post assessment growth;
  - interim assessment performance;
  - end of course assessment proficiency;
  - pass rates;
  - progress towards IEP goals
  - Samples of student work
  - Parent contact logs

## **Procedure**

IDCCRA utilizes the State of Idaho Charter School Contracts. Additional certified staff will be evaluated using a different tool that addresses their specific job function. All certified staff are evaluated on the same schedule, outlined in the IDCCRA Teacher Evaluation and Development Process Calendar. A Beginning of the Year conference will be held when the teachers come back to school to review the evaluation process. Discussions will include evaluation documents and the timeline for evaluations. A

copy of associated evaluation documents will be provided to the teachers. See associated documents included with this plan.

The certified employee evaluation procedures in this plan are not intended to limit or invalidate a certified employee's right to due process as defined in existing school policy and Idaho Code.

### **Communication of Results**

The End-of-Year conferences will take place prior to May 1<sup>st</sup>. The evaluator will assign the final effectiveness rating and the teacher will receive written feedback within 5-7 days. A copy signed by both parties shall be given to the teacher. A copy of the evaluation will be placed in the employee's personnel file and the employee will have the opportunity to provide a rebuttal statement to the evaluation. The teacher's signature does not necessarily indicate agreement with the summary, but rather, awareness of the content.

### **Personnel Files**

As required by Idaho Code, which may be amended from time to time, the Idaho College and Career Readiness Academy will establish personnel files for each district employee. All materials related to the evaluation of that employee will be placed in the personnel file within a timely manner. Employees will be provided timely notice that material has been placed in the file and afforded the opportunity to attach a rebuttal to such material. The school expects such rebuttal documentation to be filed within fourteen (14) working days.

### **Personnel Actions**

Actions that may result from the evaluation process include the following options:

- Contract renewal
- Non-renewal of contract
- Placement on probation

### **Non-renewal of contract**

Should the school decide not to reemploy a person for the following school year, the employee shall be provided a written statement of reasons for non-reemployment by no later than the first day of July.

### **Probation**

Notwithstanding the open meeting law, as provided in Section 33-515 (5), Idaho Code, the Board will make decisions regarding placing a certificated employee on probation in executive session.

The individual on probation will not be named in the minutes of the meeting, but a record of the Board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the Board, directly or through its designee, will provide written notice to the employee, stating the reasons for the probation, including areas of

deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

### **Letter of Reprimand**

A letter of reprimand may be issued at any time without a formal evaluation, if an employee is found to be in violation of applicable legal, ethical, or professional standards . Any recommendation for non-renewal, placement on probation, or letter of reprimand must be authorized by the Board of Directors.

Upon approving a recommendation for probation, the Board shall do the following:

1. Send a written notice to the certificated employee that he/she is being placed on probation pursuant to the recommendation of the supervisor.
2. Include in the letter both the reasons for probation and provisions for adequate supervision and evaluation of the employee's performance during the probationary period.
3. State the duration of the probation period which shall be a reasonable amount of time as required by Idaho Code, and the possible end result: continued probation, removal from probation, or non-renewal of contract.
4. Identify the supervisor/evaluator(s) selected for the probationary cycle.

### **Appeal**

Evaluation and probation may be grieved if there is disagreement with the resulting review. Evaluations shall comport with the standards required in the Code of Ethics of the Idaho teaching profession. Any employee placed on probation, contract non-renewal, or issued a letter of reprimand is entitled to full due process rights as outlined in Idaho Code Sections 33-513 through 33-515.

### **Remediation**

Employees place on probation have the right receive remediation designed to improve employee performance and the overall excellence of the education program. A pattern of unsatisfactory performance or a material violation of school policy, rules, or regulation or those of the State Board of Education shall be sufficient reason for placing a certificated employee on probation.

At the end of the probation, the supervisor/evaluator(s) shall recommend to the Board of

Trustees one of the following actions:

- Discontinue of probation
- Continue probation
- Non-renewal of contract

### **Monitoring and Evaluation**

The supervisor/evaluator(s) selected for the probationary cycle and the employee shall work together to clarify the improvement objectives, available resources for assistance, and observation timelines. Attainable and reasonable objectives to be performed by a certificated employee will describe the specific criteria for completing the behavior or task. Successful completion of probation will depend



upon carefully articulated goals established by the supervisor/evaluator(s) and an earnest effort in assuming responsibility for meeting those goals by the certificated employee.

Each formal observation and evaluation conducted during probation shall conform to the observation procedure outlined above. A supervisor/evaluator(s) may make a reasonable number of informal observations during probation. The employee may put objections in writing and have them attached to all observation report(s) to be placed in his/her personnel file. The file copy of such objections shall be signed by both parties to indicate awareness of the content

### **Professional Development and Training**

IDCCRA will ensure that all administrators performing evaluations will be trained in the use of the state-approved evaluation model. Subsequent trainings will be conducted/attended as required and based on Idaho State Department of Education (SDE) recommendations. Training funds provided by SDE will be utilized to fund appropriate training as required.

### **Collecting and Using Data**

The administrator shall gather information through observations, surveys, assessment results, teacher input, etc., for the annual assessment.

The plan for collecting data is defined as “clinical supervision”. This is a face-to-face relationship between the teacher and supervisor and a focus on the teacher’s actual behavior in the classroom. The primary emphasis of clinical supervision is on professional development, and the primary goal of this supervision is to help the teacher improve his or her instructional performance.

Clinical supervision has three phases: planning conference, classroom observation, and feedback conference. After the planning conference, they are both aware of what is to be observed during the visit. The supervisor establishes a system of documenting data and collecting it so that both participants can discuss the data. During the feedback conference, data is shared and both have an opportunity to share ideas that will enhance the teachers’ professional development.

### **Evaluation Rating Levels**

As required by State Code (IDAPA 120.05), evaluators rate the teacher on each component of each standard and then use the ratings to determine the overall rating on professional practices. This overall rating may account for up to 67% of the principal effectiveness rating, using multiple measures within the framework. The remaining percentage will be based on student growth data.

Rating Levels describe the teacher’s performance on professional practices with respect to state performance standards.

**Unsatisfactory:** Teacher does not meet state performance standard and does not demonstrate progress toward meeting standard.

**Basic:** Teacher meets the minimum requirements on the state performance standard and/or is inconsistent in performance.

**Proficient:** Teacher meets the expected performance standard and speaks to local impact within the assigned school or setting

**Distinguished:** Teacher is a master educator where his/her sphere of influence has a system-wide impact.

An educator's performance level goal is to "live in the area of Proficient and visit the area of Distinguished." In the rubric within the distinguished level is reserved for a more system level performance. An Unsatisfactory rating is a call for immediate and focused action to address the specific issues and may need comments to inform performance.

### **Stakeholders**

All IDCCRA stakeholders, to include Board members, administrators and certified staff, will be involved in the continued development and ongoing review of the teacher evaluation process. Continuous training and additional guidance from the State Department of Education will be ongoing.



## Teacher Evaluation Form

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

A major part of Idaho's Evaluation System for Teachers is the *Charlotte Danielson rubric*. This standards-based instrument provides descriptions of professional practices for each level of the performance continuum. As required by State Code (IDAPA 120.05), evaluators rate the teacher on each component of each standard and then use the ratings to determine the overall rating on professional practices. This overall rating may account for up to 67% of the principal effectiveness rating, using multiple measures within the framework. The remaining percentage will be based on student growth data. The Danielson Framework for Teaching is composed of 4 domains. Within those 4 domains are a number of components, and within each component are smaller elements.

**Rating Levels** describe the teacher's performance on professional practices with respect to state performance standards.

**Unsatisfactory:** Teacher does not meet state performance standard and does not demonstrate progress toward meeting standard.

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**Distinguished:** Teacher is a master educator where his/her sphere of influence has a system-wide impact.

An educator's performance level goal is to "live in the area of Proficient and visit the area of Distinguished." In the rubric within the distinguished level is reserved for a more system level performance. An Unsatisfactory rating is a call for immediate and focused action to address the specific issues and may need comments to inform performance.

**Components of the Standards** are the mandatory items that each Idaho district must address in its evaluation system. However, districts have the flexibility of weighing the components differently to meet the needs of their district.

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### **Professional Practice (67%)**

**Classroom Observations** (*Minimum of 2 formative observations per school year. Ratings in Domains 2 and 3 in Danielson Evaluation Instrument below reflect formative observation data.*)

Number of formative classroom observations conducted during school year:

#### **Parent Input**

Parent Survey results

Percent parents/guardians *satisfied*: ??%

## **Student Achievement (33%)**

### State Assessment (Schoolwide statistics)

95% of eligible students participated: Yes or No

Percent of students meeting expected growth in Math in prior school year:

Percent of students meeting expected growth in ELA in prior school year:

Summative Assessment (*Measure(s) will vary and may include: pre to post assessment growth; interim assessment performance; end of course assessment proficiency; pass rates; progress towards IEP goals.*)

Measure(s):

Percent of students meeting expected growth/proficiency:

### Artifacts of Teaching and Learning

95% of students have a fall and spring Individualized Learning Plan (ILP) (*Fall of current school year and Spring of prior school year. For new staff, fall of this school year only.*): Yes or No

95% of required students took local fall and spring ELA and Math benchmark assessments (*Fall of current school year and Spring of prior school year. For new staff, fall of this school year only.*): Yes or No

95% of required students participated in local progress monitoring/interim assessments(*Fall of current school year and Spring of prior school year. For new staff, fall of this school year only.*): Yes or No

Student retention percentage (*prior school year / NA for staff not employed by IDCCRA in prior year*):

Percent of students indicating registration status for next school year (*prior school year/ NA for staff not employed by IDCCRA in prior year*):

Additional Artifacts (optional): Additional artifacts are used only if either the teacher or the evaluator believes that additional evidence is required to convince the other of the accuracy of the self-assessment as compared to the evaluator's assessment of the teacher's performance.

<b>1. PLANNING AND PREPARATION</b>			
<b>1a. Demonstrating Knowledge of Content and Pedagogy</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher makes content errors or does not correct content errors students make</li> <li>Teacher displays little understanding of prerequisite knowledge</li> <li>Teacher displays little understanding of pedagogical issues</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays basic content knowledge that is not connected with other parts of discipline(s)</li> <li>Teacher has some awareness of prerequisite learning (may be incomplete or inaccurate)</li> <li>Teacher displays basic pedagogical knowledge, but does not anticipate student misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays solid content knowledge, with connections between content and other discipline(s)</li> <li>Plans reflect an understanding of prerequisite relationships among topics and concepts</li> <li>A reflection of current best practices is evident, but teacher does not anticipate student misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge</li> <li>Teacher builds on knowledge of prerequisite relationships</li> <li>Continual search for best practices is evident, and teacher anticipates student misconceptions</li> </ul>
<b>1b. Demonstrating Knowledge of Students</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher displays minimal knowledge of developmental characteristics of age group</li> <li>Teacher is unfamiliar with multiple approaches to student learning (learning styles, modalities, and different "intelligences")</li> <li>Teacher does not recognize or value students' skills, knowledge, interests, or cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>Teachers displays general accurate knowledge of developmental characteristics</li> <li>Teacher displays general understanding of multiple approaches to student learning</li> <li>Teacher recognizes value of students' skills, knowledge, interests, or cultural heritage for the class as a whole</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays thorough understanding of developmental characteristics, including exceptions</li> <li>Teacher displays solid understanding of different approaches to learning exhibited by each student</li> <li>Teacher displays knowledge of and values students' skills, knowledge, interests, or cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays knowledge of developmental characteristics and the extent to which individual students follow patterns</li> <li>Knowledge of students' varied approaches to learning is reflected in instructional planning</li> <li>Teacher knows and values ALL students' skills, knowledge, interests, and cultural heritage</li> </ul>

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

<b>1c. Selecting Instructional Goals</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Goals are not valuable, represent low expectations, and do not reflect important learning</li> <li>Goals are unclear and do not permit viable methods of assessment</li> <li>Goals are not suitable for the class and are reflective of only one style of learning/discipline</li> </ul>	<ul style="list-style-type: none"> <li>Goals are moderately valuable in expectations or conceptual understanding for students and learning</li> <li>Goals are moderately clear or are a combination of goals and activities. Some goals are assessed through viable methods</li> <li>Most goals are suitable for most students and reflect several types of learning, but no effort at integration</li> </ul>	<ul style="list-style-type: none"> <li>Goals are valuable in their level of expectations, conceptual understanding, and importance of learning</li> <li>Most goals are clear and permit viable methods of assessment</li> <li>All goals are suitable for most students and reflect different types of learning and opportunities to integrate</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clear, valuable, and relate to curriculum standards</li> <li>All goals are clear and permit viable methods of assessment</li> <li>Goals are reflective of various types of learning needs of individuals or groups and reflect student initiative in establishing important learning</li> </ul>
<b>1d. Demonstrating Knowledge of Resources</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher has no awareness of available resources within the school/district for teachers and/or students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has limited awareness of available resources within the school/district for teachers and/or students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has full awareness of available resources within the school/district for teachers and/or students</li> </ul>	<ul style="list-style-type: none"> <li>The teacher seeks resources for students and to enhance instruction (such as community resources), in addition to school/district resources</li> </ul>
<b>1e. Designing Coherent Instruction</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Learning activities are not suitable or correlated to ongoing learning, nor are they reflective of recent professional research</li> <li>Resources/materials do not support instructional goals or engage students in meaningful learning</li> <li>There is no variance in instructional groups and no correlation to instructional goals</li> <li>The unit or lesson has no clear structure, and time allocations are unrealistic</li> </ul>	<ul style="list-style-type: none"> <li>Some learning activities are suitable, with some correlation to ongoing learning and some reflection of professional research</li> <li>Some resources/materials support instructional goals and engage students in meaningful learning</li> <li>The instructional group's suitability to instructional goals is inconsistent, and goals have minimal variety</li> <li>Some structure to the lesson or unit is evident, but not consistent, and most time allocations are reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Most learning activities are suitable, with consistent correlation to ongoing learning, and reflect recent professional research</li> <li>All resources/materials support instructional goals and engage most students in meaningful learning</li> <li>Instructional groups are varied, as appropriate to different instructional goals</li> <li>The lesson or unit has clear structure, and time allocations are reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are highly relevant to students and instructional goals and reflect recent research</li> <li>All resources/materials support instructional goals, meaningfully engage students, and show evidence of student participation in selection and adaptation</li> <li>Instructional groups are varied appropriately, and students exercise choice in selection of groups</li> <li>The lesson's/unit's structure is clear, and time allocations are flexible to meet individual needs</li> </ul>
<b>1f. Assessing Student Learning</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Content and methods of assessment lack congruence with instructional goals</li> <li>Criteria and standards of assessment are unclear</li> <li>Correlation between assessment results and planning is minimal</li> </ul>	<ul style="list-style-type: none"> <li>There is some congruence of assessment with instructional goals</li> <li>Goals and assessments are unclear and/or are not clearly communicated to students</li> <li>Assessment results are used to plan for the class as a whole</li> </ul>	<ul style="list-style-type: none"> <li>All goals are assessed, but the approach is more suitable to some than others</li> <li>Assessment criteria and standards are clear and are clearly communicated to students</li> <li>There is correlation between assessments and planning for individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is congruent with instructional goals (both content and process)</li> <li>Clear criteria/standards are clearly communicated to students, with evidence of students' contribution</li> <li>Students are aware of how they are meeting standards and participate in planning the next steps</li> </ul>

<b>2. THE CLASSROOM ENVIRONMENT</b>			
<b>2a. Creating an Environment of Respect and Rapport</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher interaction with some students is negative, demeaning, sarcastic, or inappropriate. Students exhibit disrespect for the teacher</li> <li>Student interactions demonstrate conflict, sarcasm, or put-downs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are generally appropriate, but may reflect inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher</li> <li>Students do not behave negatively toward one another</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are friendly and demonstrate warmth, caring, and respect. Students exhibit respect for the teacher</li> <li>Student interactions are generally respectful</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual, beyond that for the role</li> <li>Students demonstrate genuine caring for one another, as individuals and as students</li> </ul>
<b>2b. Establishing a Culture for Learning</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher or students convey a negative attitude toward content, suggesting that content is not important</li> <li>Students demonstrate little or no pride in their work</li> <li>Classroom environment conveys only modest expectations for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates importance of the work, but with minimal buy-in by the students</li> <li>Students invest little of their energy in the quality of the work</li> <li>Classroom environment conveys inconsistent expectations for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher conveys genuine enthusiasm for the subject, and students are consistently committed to its value</li> <li>Students accept teacher insistence on work of highest quality and demonstrate pride in that work</li> <li>Classroom environment conveys high expectations for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate, through their active participation, curiosity, and attention to detail, that they value the content's importance</li> <li>Students take obvious pride in their work and initiate improvements in it</li> <li>Both students and the teacher establish a classroom of high expectations for the learning of all students</li> </ul>

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

<b>2c. Managing Classroom Procedures</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Groups of students not working with the teacher are not productively engaged in learning</li> <li>Classroom procedures, routines, and transitions are nonexistent or inefficient, resulting in the loss of much instructional time</li> <li>Paraprofessionals and volunteers have no clearly defined duties or have nothing to do</li> </ul>	<ul style="list-style-type: none"> <li>Tasks for group work are partially organized, resulting in some off-task behavior</li> <li>Classroom procedures, routines, and transitions are fairly efficient, resulting in little loss of instructional time</li> <li>Paraprofessionals and volunteers are productively engaged some of the time, but require frequent supervision</li> </ul>	<ul style="list-style-type: none"> <li>Tasks for group work are organized, and most students are engaged at all times</li> <li>Classroom procedures, routines, and transitions occur smoothly, resulting in little loss of instructional time</li> <li>Paraprofessionals and volunteers are productively and independently engaged during the entire class</li> </ul>	<ul style="list-style-type: none"> <li>Groups working independently are productively engaged at all times, with students assuming responsibility for productivity</li> <li>Classroom procedures, routines, and transitions are seamless, with students assuming considerable responsibility for efficient operation</li> <li>Paraprofessionals and volunteers contribute substantially to the classroom environment</li> </ul>
<b>2d. Managing Student Behavior</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>No standards of conduct appear to have been established, or students are confused regarding expected behavior</li> <li>Student behavior is not monitored, and teacher is unaware of misbehavior</li> <li>Teacher does not respond to misbehavior, or the response is inconsistent, or teacher does not respect the student's dignity</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct appear to have been established, and most students seem to understand them</li> <li>Teacher is aware of student behavior, but may miss some misbehavior</li> <li>Teacher is inconsistent in response to misbehavior, or no serious disruptive behavior occurs</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct are clear to all students</li> <li>Teacher is alert to student behavior at all times</li> <li>Teacher's response to misbehavior is consistent and appropriate and respects the student's dignity, or student behavior is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct are clear to all students and have been created with student input</li> <li>Teacher monitors behavior in a subtle way, while students respectfully monitor their peer's behavior</li> <li>Teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate</li> </ul>

<b>3. INSTRUCTION</b>			
<b>3a. Communicating Clearly and Accurately</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher's directions and procedures are confusing</li> <li>Teacher's spoken language is inaudible, or written language is illegible, and may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are clarified after initial confusion, or are excessively detailed</li> <li>Teacher's spoken language is audible, written language is legible, and both are used correctly. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are clear and contain an appropriate level of detail</li> <li>Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages or interests</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's directions and procedures are clear and anticipate possible student misunderstanding</li> <li>Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson</li> </ul>
<b>3b. Using Questioning and Discussion Techniques</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher's questions are of poor quality</li> <li>Teacher-student interaction is predominantly recitation style, with few students participating and the teacher mediating all questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are a combination of high and low quality, with few inviting a response</li> <li>Teacher makes some attempt to engage all students in a true discussion, with limited success</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are mostly of high quality, and teacher gives adequate time to respond</li> <li>Classroom interaction engages all students in a true discussion, with teacher stepping to the side, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions</li> <li>Students assume considerable responsibility for the success of the discussion, initiating topics, making unsolicited contributions, and ensuring all voices are heard</li> </ul>
<b>3c. Engaging Students in Learning</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Representation of content is inappropriate and unclear or uses poor examples and analogies</li> <li>Activities and assignments are not age- and/or background- appropriate and do not mentally engage students</li> <li>Instructional groups are not appropriate to students or the instructional goals</li> <li>Instructional materials and resources are not suitable to meeting the instructional goals or do not engage students mentally</li> </ul>	<ul style="list-style-type: none"> <li>Representation of content is inconsistent in quality</li> <li>Some activities and/or assignments are appropriate to students and engage them mentally, but others do not</li> <li>Instructional groups are partially appropriate to students or only moderately successful in advancing the instructional goals</li> <li>Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate</li> <li>The lesson has a recognizable structure, although not</li> </ul>	<ul style="list-style-type: none"> <li>Representation of content is appropriate and links well with students' knowledge and experience</li> <li>Most activities and assignments are appropriate to students and engage them cognitively</li> <li>Instructional groups are productive and appropriate to students and instructional goals</li> <li>Instructional materials and resources are suitable to the instructional goals and engage students mentally</li> <li>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Students contribute to representation of content, which is appropriate and links well with their knowledge and experience</li> <li>Students initiate or adapt activities and projects to enhance understanding, and are cognitively engaged</li> <li>Instructional groups are productive and appropriate to students and instructional goals. Students influence instructional groups to advance their learning</li> <li>Instructional materials and resources are suitable to instructional goals and fully engage students mentally.</li> </ul>

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

<ul style="list-style-type: none"> <li>The lesson has no clearly defined structure and/or the pacing is too slow or too rushed</li> </ul>	uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent	is consistent	Student initiate choice, adaptation or creation of materials to enhance their own purposes <ul style="list-style-type: none"> <li>The lesson's structure allows for reflection and closure. Pacing of the lesson is appropriate for all students</li> </ul>
<b>3d. Providing Feedback to Students</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Feedback is not provided, or it is of uniformly poor quality and is not provided in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is inconsistent in quality (some elements of high quality are present, other are not) and its timeliness is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is consistently high quality and is provided in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is consistently high quality and is consistently provided in a timely manner, with students making prompt use of it in their learning</li> </ul>
<b>3e. Demonstration Flexibility and Responsiveness</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson</li> <li>Teacher ignores or brushes aside students' questions</li> <li>Teacher either gives up or blames the student or the environment for student's difficulty learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to adjust a lesson, with mixed results</li> <li>Teacher attempts to accommodate students' questions. The effects on the coherence of a lesson are uneven</li> <li>Teacher accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to use</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes a minor adjustment to a lesson, and the lesson occurs smoothly</li> <li>Teacher successfully accommodates students' questions</li> <li>Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies</li> </ul>	<ul style="list-style-type: none"> <li>Teacher successfully makes a major adjustment to a lesson</li> <li>Teacher seizes a major opportunity to enhance learning, building on a spontaneous event</li> <li>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school</li> </ul>

<b>4. PROFESSIONAL RESPONSIBILITIES</b>			
<b>4a. Reflecting on Teaching</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson</li> <li>Teacher has no suggestions for how a lesson may be improved another time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met</li> <li>Teacher makes general suggestions about how a lesson may be improved</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, and he/she can support the judgment</li> <li>Teacher makes a few specific suggestions that he/she may try another time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes a thorough and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples</li> <li>Teacher offers specific alternative actions, complete with probable successes of different approaches</li> </ul>
<b>4b. Maintaining Accurate Records</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is nonexistent or in disarray, resulting in errors and confusion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is rudimentary and partially effective</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is fully effective</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining accurate records for students' completion of assignments, progress in learning, and non-instructional activities is highly effective, with students participating in the maintenance and interpretation of records</li> </ul>
<b>4c. Communicating with Families</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher provides minimal information to families about the instructional program or individual students, or makes either no attempt or inappropriate attempts to engage families</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in the school's activities and follows the required procedures for communicating to parents, but makes modest and inconsistent efforts to engage families in the instructional program</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides frequent information to parents about the instructional program and individual students' progress, and efforts to engage families are frequent and successful</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides frequent information to parents about the instructional program and student progress, and efforts to engage families are frequent and successful. Students contribute ideas for family participation</li> </ul>
<b>4d. Contributing to the School and District</b>			
<b>Unsatisfactory*</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<ul style="list-style-type: none"> <li>Teacher's relationships with colleagues are negative or self-serving</li> <li>Teacher avoids becoming involved in school events and/or school and district projects</li> </ul>	<ul style="list-style-type: none"> <li>Teacher maintains cordial relationships with colleagues to fulfill duties required by the school or district</li> <li>Teacher participates in school events and/or school and district projects when specifically asked</li> </ul>	<ul style="list-style-type: none"> <li>Support and cooperation characterize relationships with colleagues</li> <li>Teacher volunteers to participate in, and makes a substantial contribution to, school events and/or school and district projects</li> </ul>	<ul style="list-style-type: none"> <li>Support and cooperation characterize relationships with colleagues, with the teacher taking initiative in assuming leadership among the faculty</li> <li>Teacher volunteers to participate in, makes a substantial contribution to, and assumes a leadership role in school and/or district projects</li> </ul>

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*

4e. Growing and Developing Professionally			
Unsatisfactory*	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>Teacher engages in no professional development activities to enhance knowledge or skill</li> <li>Teacher makes no effort to share knowledge with others or contribute to the profession</li> </ul>	<ul style="list-style-type: none"> <li>Teacher participates in professional activities to a limited extent when they are convenient</li> <li>Teacher finds limited ways to contribute to the profession</li> </ul>	<ul style="list-style-type: none"> <li>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill,</li> <li>Teacher actively assists other educators</li> </ul>	<ul style="list-style-type: none"> <li>Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom</li> <li>Teacher initiates activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations</li> </ul>
4f. Showing Professionalism			
Unsatisfactory*	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>Teacher is not alert to students' needs</li> <li>Teacher contributes to school practices that result in some students being ill served by the school</li> <li>Teacher makes decisions based on self-serving interests</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's attempts to serve students are inconsistent</li> <li>Teacher does not knowingly contribute to some students being ill served by the school</li> <li>Teacher's decisions are based on limited, though genuinely professional, considerations</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is moderately active in serving students</li> <li>Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed</li> <li>Teacher maintains an open mind and participates in team or departmental decision making</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is highly proactive in serving students, seeking out resources when necessary</li> <li>Teacher makes a particular effort to advocate for all students, particularly those traditionally underserved</li> <li>Teacher takes a leadership role in team or department decision making, ensuring that decisions reflect the highest professional standards</li> </ul>

\*Unsatisfactory rating indicates Improvement Plan

#### Additional comments:

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

I understand that I will receive one copy of this report, one copy will be filed in the supervisor's office, and one copy will be filed in the District Administration Office. Signing this report does not imply agreement, but does indicate that the information has been discussed.

Employee Comments: (optional)





## Formal Classroom Observation

Idaho College and Career Readiness Academy

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_ Subject/Class: \_\_\_\_\_

State Standard/Learning Objective: \_\_\_\_\_

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<b>2a: Respect and Rapport</b> Teacher interaction with students. Student to student interaction	<b>3a: Communicating Clearly and Accurately</b> Directions and procedures. Oral and written language
<b>2b: Culture for Learning</b> Importance of content. Expectations for learning and achievement	<b>3b: Questioning and Discussion</b> Quality of questions. Discussion techniques. Student participation
<b>2c: Classroom Procedures</b> Management of: Instructional groups. Transitions. Materials and supplies. Non-instructional duties.	<b>3c: Student Engagement</b> Representation of content. Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.
<b>2d: Student Behavior</b> Expectations. Monitoring of student behavior. Response to student behavior	<b>3d: Feedback to Students</b> Quality: accurate, substantive, constructive, specific. Timeliness
<b>Additional Comments:</b>	<b>3e: Flexibility and Responsiveness</b> Lesson adjustment. Response to students. Persistence

\_\_\_\_\_  
 Teacher Signature                      Date

\_\_\_\_\_  
 Administrator Signature                      Date

Adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*



1965 S. Eagle Road, Suite 150  
Meridian, ID 83642  
ph: 208.917.2420  
fx: 208.917.2416

[ITCA.K12.com](http://ITCA.K12.com)

## SY 16-17 All Staff Back to School PD August 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>

Meeting Location	Meet the Board	Materials
ITCA Office 1965 South Eagle Rd. Suite 150 Meridian, ID 83642	Team Building Activity followed by Dinner at Asiago's @ 6:30pm	Computer Verizon Card Phone Name tag

**\*\*Dress:** Business Casual

August 17 <sup>th</sup>	Topic	Notes
8:00	<b>Welcome</b>	Ice Breaker – Kim Robb
8:30	<b>Teacher Expectations and Handbooks</b>	Mike Groshong and Monti Pittman Glenn Orthel – Introduction Marketing Update
9:30	<b>Working Break</b>	Check email, answer phone calls, etc.
9:45	<b>Social Emotional Learning</b>	Kim Robb and Alex Zamora
10:30	<b>Motivational Interviewing</b>	Alex Zamora
11:30	<b>Lunch at TVLC</b>	Johnny Carino's
12:20	<b>Walk to Marriott</b>	
12:30	<b>"Excellent Online Teaching" (We will join IDVA)</b>	Aaron Johnson
1:40	<b>Break Out Sessions - "Excellent Online Teaching"</b>	Book breakouts led by PD team & Aaron
2:45	<b>Walk to ITCA</b>	
3:00	<b>Students First</b>	Jennifer Terry and Sonja Howerton
5:00	<b>Dismiss</b>	Optional local activity: Alive After Five <a href="http://www.downtownboise.org/index.cfm/events/dba/events/alive_after_five">http://www.downtownboise.org/index.cfm/events/dba/events/alive_after_five</a>

August 18 <sup>th</sup>	Topic	Notes
8:00	<b>Students First –Instructional Coaching</b>	Karli Thompson
9:00	<b>Students First - FAST</b>	Alex Zamora, Amanda Peterson and Team
10:00	<b>Working Break</b>	Check email, answer phone calls, etc.
10:15	<b>Students First – FAST - Cont'd</b>	Alex Zamora, Amanda Peterson and Team
11:15	<b>Walk to Marriott</b>	
11:30	<b>Lunch and Movie – “<i>Most Likely to Succeed</i>” (We will join IDVA)</b>	<i>Most Likely to Succeed</i> movie—Lunch catered by the Marriott
1:30	<b>Movie Activities</b>	Discussion/Activities led by Angela & Andrea
2:00	<b>Tips and Tricks – QA</b>	Bob Vialpando
3:00	<b>Supporting Students with Accommodations/RTI</b>	Amanda Judd, Tim Benedick
4:00	<b>Dismiss</b>	
5:00	<b>Team Building</b>	Dinner with the Board.
6:30 - 8:00	<b>Dinner</b>	Asiago’s 1002 W Main St.

August 19 <sup>th</sup>	Topic	Notes
8:00	<b>Academic Model/RTI</b>	Gail Weaver and Monti Pittman
9:00	<b>DDI</b>	Monti Pittman
9:30	<b>Calendaring</b>	Set Calendar for coming year
10:00	<b>Working Break</b>	Check email, answer phone calls, etc.
10:15	<b>Teacher Expectations, Above Also</b>	Monti Pittman
12:00	<b>Lunch</b>	Qdoba’s with IDVA
1:00	<b>Reflection Time</b>	Students First – FAST, Instructional Coaching and Academic Model
1:30		
2:30	<b>Close and Dismiss</b>	Safe Travels! Have a Great Year!



IDAHO CAREER TECHNICAL ACADEMY  
EXHIBIT 8  
SCHOOL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

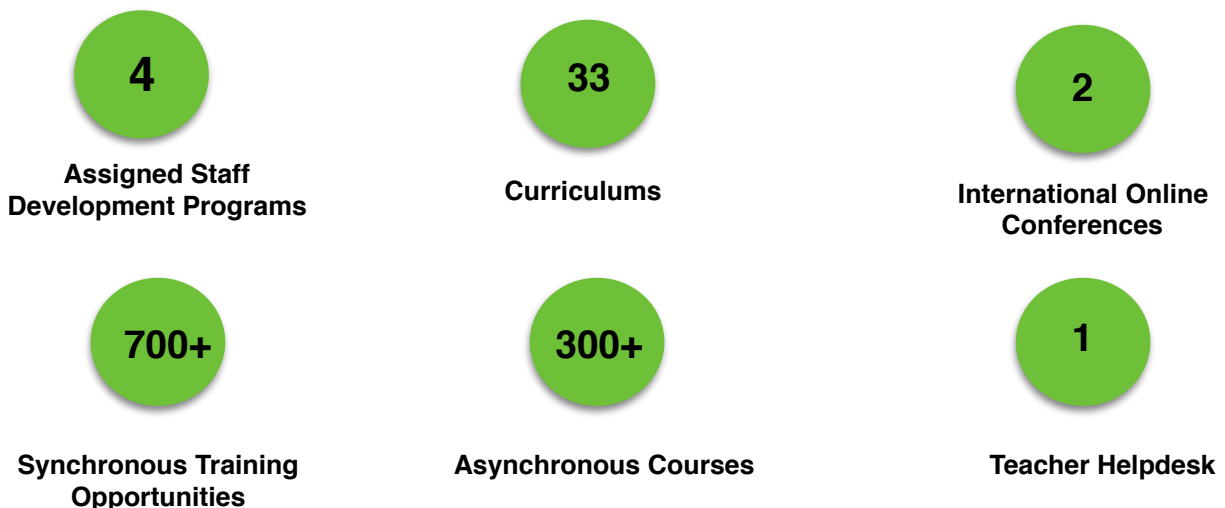
Teacher Effectiveness supports K12 by providing training programs and support services to enhance the experience and enrich the praxis of:

K12's Teachers  
School Leaders  
Student support staff

using the

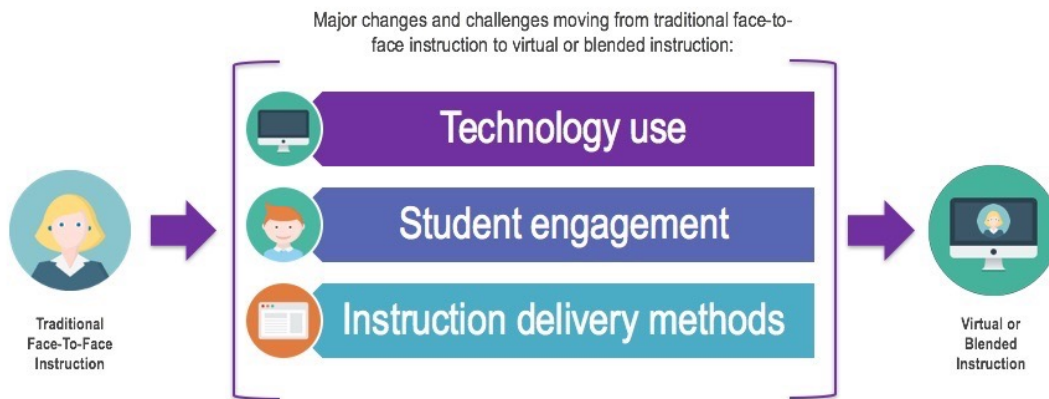
*K12 Model  
Curriculum  
Systems  
Communication tools  
Instructional approach  
Online community*

### Summary of Services

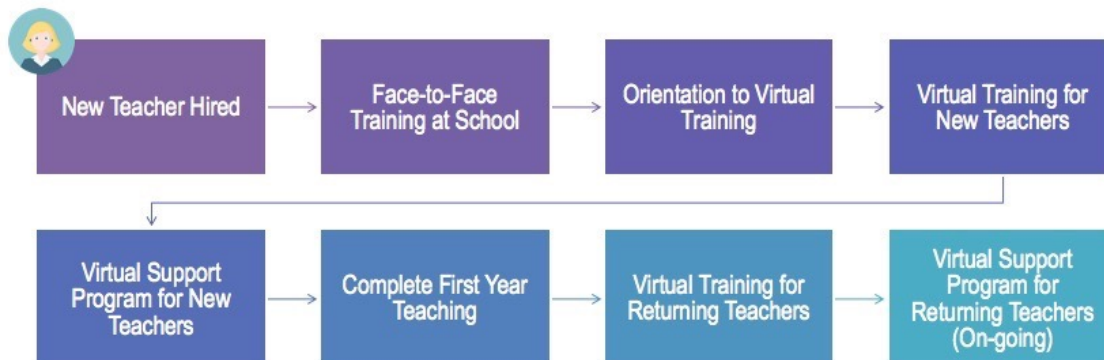


The four assigned staff development programs are organized into 33 curriculums and are segmented into two phases, a 30-day start and an in year support program. A training plan is provided for each program outlining what training areas a teacher needs to complete while highlighting elective content that is available as a professional choice. As an example of professional choice, teachers may choose to participate in workshops or courses focusing on assessment, technology, instructional strategies and content area designed around student and even teacher misconceptions. Two international online conferences are offered to highlight the promising practices of schools and individuals engaging in intentional actions to elevate the academic and personal development of all students and staff. The teacher helpdesk is a webform portal for staff to ask questions, seek support online and track responses. Response time varies but typical responses are received within 24 hours, if not sooner.

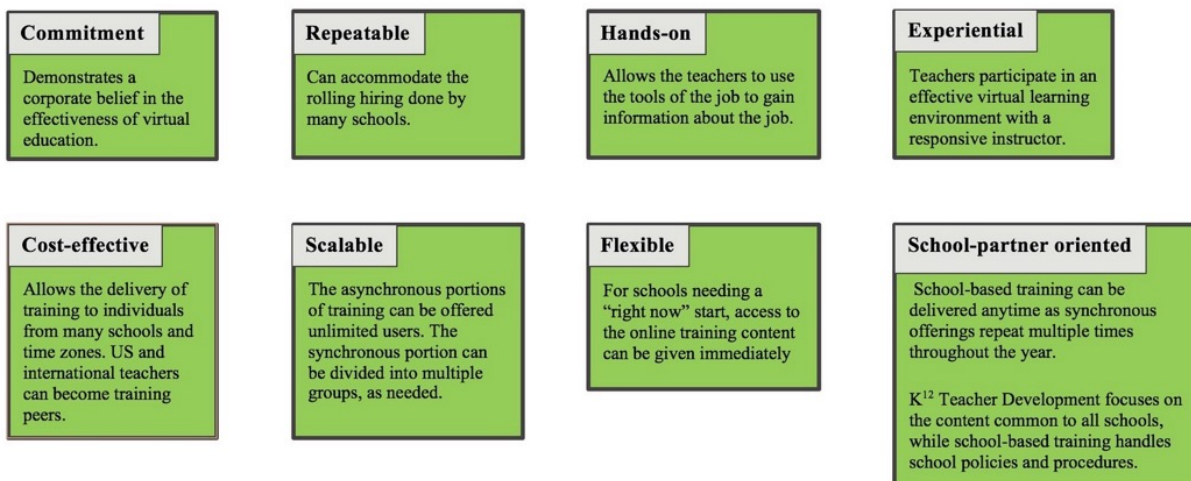
## Design of Training Addresses Challenges of Virtual Instruction



## Teacher Support Life Cycle



## Value of Online Teacher Development





## HS NEW TEACHER Virtual Staff Training

JUNE 2016

### HS New Teachers in K12 Network Schools

New teachers hired to teach high school are credentialed teachers and generally highly experienced. The “new” is a relative term--new to their virtual school, but not necessarily new to education! The **HS New Teacher** Job Title in K12Training represents teachers who teach students in grades 9 to 12 using the Online High School. **HS New Teacher Spec Ed** are teachers supporting special education high school students.

### What is Virtual New Staff Training (VNST)?

VNST is a 30-day fast start to the K12 model, curriculum, systems, communication, instruction, and community through customizable paths, using synchronous and asynchronous learning. VNST assignments are given through K12Training.com, a learning management system for K12 staff. A supervisor or mentor at the school should assist in choosing the electives. VNST is intended to complement school-specific, school-delivered start-up training for new staff.

### Summary of VNST Assignments for HS New Teachers

**Curriculums in bold** require a supervisor’s input for selection of applicable electives within.

Title		Synchronous or Asynchronous
Orientation to Training and VNST		<i>Single synchronous session</i>
Class Connect Basics VNST		<i>Four synchronous sessions</i>
K12 Online Middle and High School SY 1617 VNST		<i>Asynchronous</i>
K12 Online Tools for HS SY 1617 VNST		<i>Asynchronous</i>
Get help from your mentor to select your electives in each.	<b>Virtual Instruction for SY 1617 VNST</b>	<i>Asynchronous</i>
	<b>Relationships and Communication for HS SY 1617 VNST</b>	<i>Asynchronous</i>
	<b>Courses and Curriculum for HS SY 1617 VNST</b>	<i>Asynchronous</i>
	Resources for Special Education SY 1617 VNST Assigned only to Special Education teachers	<i>Asynchronous</i>

Contact **K12 Academic Services** at <http://K12AcademicServicesSupport.com>

## Orientation to Training and VNST

***This live session*** provides a context for training, a knowledge of the path for assistance, an awareness of best practices, and a plan for next steps. For many attendees this is a first experience in a BlackBoard Collaborate classroom. Attendance is recommended prior to beginning assigned VNST Curriculums. While other VNST assignments are due in 30 days, Orientation is due within two weeks.

## Class Connect Basics VNST

This curriculum contains ***four synchronous sessions*** to introduce the use of Blackboard Collaborate (BbC) for direct instruction in the virtual classroom. *Interface Tour* is a prerequisite for each of the other three sessions. The remaining sessions may be taken in any order. Outside practice materials are distributed at each session.

Start Here (Required in this order)		
1	Quick Start to Class Connect Basics	<i>Directions for using the Class Connect Basics Curriculum</i>
2	Interface Tour	<i>Live session to build familiarity with the BbC interface. Prerequisite to the other three classes.</i>
Required (Any order)		
	Application Sharing	<i>Live session</i>
	Using the Whiteboard	<i>Live session</i>
	Web Tour, Web Push and Polling	<i>Live session</i>
	BbC Online Moderator Guide	<i>An online reference tool</i>
	BbC Online Participant Guide	<i>An online reference tool</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## K12 Online Middle and High School SY 1617 VNST

The learning management system used by teachers and students.

Start Here (Required)	
Quick Start to K12 Online Middle and High School SY 1617 VNST	<i>Directions for using the Curriculum</i>
Applicable to All (Required)	
Getting Started in the Online Middle and High School	<i>Understand how to get started, including course access, navigation, and basic set up tasks</i>
Pacing and Setting Dates in the Online Middle and High School	<i>Use pacing guide tools to set dates and populate the course calendar</i>
Communication Tools in the Online Middle and High School	<i>Learn how to use the communication tools available for students and teachers</i>
The Discussion Tool in the Online Middle and High School	<i>Use the Discussion tool to hold threaded discussions. Start new threads, grade discussions, use Release Conditions and more</i>
Student Management Tools in the Online Middle and High School	<i>Review the Student Management Tools including Locker, Class List, Groups, and more</i>
Insights Portal in the Online Middle and High School	<i>Run reports such as Course Access, Quiz Scores, and Quiz Question Statistics</i>
The Quiz Tool in the Online Middle and High School	<i>Learn how quizzes function, how to make basic modifications, and the relationship with the Gradebook</i>
The Dropbox in the Online Middle and High School	<i>Learn how to use the Dropbox to receive, grade, and return student work</i>
The Gradebook in the Online Middle and High School	<i>Understand how the Gradebook functions and what teachers can do in each area</i>
How to Set Up Your Course in the Online Middle and High School	<i>Review concepts from other courses and understand what teachers need to do to set up courses for the first day of school</i>

**Good to Know:** The **Online Middle School** and the **Online High School** are the same platform, thus training titles here include the phrase "Middle School." While middle school teachers may make different instructional decisions than high school teachers for use of platform tools, the functionality of the platform is the same.

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>



## K12 Online Tools for HS SY 1617 VNST

High school teachers use additional online tools in daily interactions with students and families.

Start Here (Required)	
Quick Start to K12 Online Tools for HS SY 1617 VNST	<i>Directions for using this Curriculum</i>
Applicable to All (Required)	
Teacher Landing Page Job Aid	<i>Start your day on the school landing page</i>
Class Connect Scheduler	<i>Schedule Class Connect sessions with students in the OLS</i>
TotalView School Overview SY 1617	<i>A guided tour of this communication and documentation system</i>
Student Account Creation	<i>Link to short article from K12 Customer Support about creating a student account</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## Virtual Instruction for SY 1617 VNST

This curriculum provides an overview of several topics critical to virtual instruction, including assessment tools. Use of assessment tools will vary in K12 schools. Find from your supervisor or mentor which items shaded in blue are applicable to you. This curriculum is not assigned to teachers in K12 private schools.

Start Here (Required)	
Quick Start to Virtual Instruction for SY 1617 VNST	<i>Directions for using the curriculum</i>
Applicable to All (Required, Any Order)	
Data Driven Instruction	<i>Are students learning?</i>
Special Education Services and Support in a Virtual Environment	<i>The team approach in the special services model</i>
SY 1617 Individualized Learning Plan	<i>An individual plan for every student</i>
Coaching and Mentoring (Electives)	
Introduction to Instructional Coaching	<i>Overview of instructional coaching</i>
Introduction to Mentors	<i>Overview of Teach360 mentoring</i>
Assessment Programs (Electives)	
SY 1617 Assessment with DIBELS	<i>Assessment tool overview</i>
SY 1617 Assessment with PLA	<i>Assessment tool overview</i>
SY 1617 Assessment with Scantron	<i>Assessment tool overview</i>
SY 1617 Assessment with Study Island	<i>Assessment tool overview</i>
SY 1617 Assessment with USATestprep	<i>Assessment tool overview</i>
Final Step (Required)	
Finalize Your Learning	<i>A short survey</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## Relationships and Communication for HS SY 1617 VNST

Relationships and communication can make or break the experience for virtual students and their families. Start from the very first day to develop connections that will make a difference. Get direction from your supervisor or mentor about which items shaded in blue apply to you.

Start Here (Required)	
Quick Start to Relationships and Communication for HS SY 1617 VNST	<i>Directions for using the curriculum</i>
Applicable to All (Required)	
Welcome to K12	<i>Understanding the relationship between K12 and your school</i>
FERPA Basics in a Virtual World	<i>Understanding the Family Rights and Privacy Act in a virtual setting</i>
SY 1617 Strong Start Program Overview	<i>Use Strong Start resources for new families</i>
Social Media Training	<i>Guidelines for using social media</i>
General Electives	
FAST Module 1: Family and Academic Support Team Overview Training	<i>Overview of the FAST program for all staff members in FAST schools</i>
Working Effectively from Home	<i>Recommended for teachers working at home for the first time</i>
Final Step (Required)	
Finalize Your Learning	<i>A short survey</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## Courses and Curriculum for HS SY 1617 VNST

This curriculum contains training about courses used in high school. Get direction from your supervisor or mentor about which items shaded in blue apply to your role in your new school.

Start Here (Required)	
Quick Start to Courses and Curriculum for HS SY 1617 VNST	<i>Directions for using the curriculum</i>
Required	
Course Variations in the Online High School	<i>Curriculum design and introduction to courses</i>
SY 1617 K12 Course Catalogs	<i>A zip of the current course catalogs. Select the one for your school</i>
Electives	
Accessibility Requirements for Teachers	<i>Understand the requirements for accessibility when creating or modifying course content</i>
SY 1617 Apex AP US Chemistry Job Aid	<i>Details on Apex AP US Chemistry</i>
SY 1617 Apex AP US History Job Aid	<i>Details on Apex AP US History</i>
SY 1617 Smart Science Teacher Training	<i>Details on utilizing Smart Science labs in AP Science courses</i>
SY 1617 World Language Teacher Training	<i>Details on Middlebury World Language courses</i>
HS Language Arts 9 and 10 Summit Overview	<i>An overview of two new language arts courses</i>
HS Math Summit Overview	<i>An overview of three new math courses</i>
Final Step (Required)	
Finalize your learning	<i>A short survey</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## Resources for Special Education SY 1617 VNST

Assigned only to new special education teachers, this curriculum contains a collection of recordings and job aids related to special education in the virtual setting.

Start Here (Required)	
Quick Start to Resources for Special Education	<i>Directions for using this Curriculum</i>
Required (Any order)	
Accessible Materials (Recording)	<i>Print and online accessible materials</i>
Accommodations and Modifications in the Virtual Environment (Recording)	<i>The difference between accommodations and modifications. Includes an example of an accommodated K12 math lesson</i>
Alternate Format for Textbooks	<i>Sources for alternate formats for textbooks</i>
Compliance and Academic Review Audit Form	<i>An Excel document to use for self-evaluation</i>
Data Collection and Progress Reporting (Recording)	<i>Importance of quality data collection and progress monitoring</i>
Due Process (Recording)	<i>Due process, confidentiality and professionalism</i>
Extended School Year (Recording)	<i>Guidelines and requirements</i>
IEP Data Collection Template	<i>A Word document to use as a template</i>
IEP Progress Tracker	<i>An Excel document to use as a template</i>
K <sup>12</sup> Special Education Auditing Tools (Recording)	<i>The yearly auditing process and tools</i>
Measurable Goals and Objectives in an IEP (Recording)	<i>Writing measurable goals and objectives</i>
NIMAS, NIMAC and BookShare	<i>Resources for materials for use in special education classrooms</i>
Present Levels of Performance in an IEP (Recording)	<i>Writing effective present levels of academic achievement and functional performance</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

*Continued:* [Resources for Special Education SY 1617 VNST](#)

Sample Accommodations and Modifications Checklist	<i>Sample checklist</i>
SMART IEP Goals	<i>Writing effective IEP goals</i>
Special Education Teacher's Role in Related Services (Recording)	<i>Related services in the virtual setting</i>
Special Factors in an IEP (Recording)	<i>Focus on the Special Factors page</i>
Writing Intake IEPs	<i>Making the move to the virtual environment</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>



## HS Returning Teacher Training

June 2016

### HS Returning Teachers in K<sup>12</sup> Network Schools

Returning teachers teaching high school are credentialed teachers and generally highly experienced. The **HS Returning Teacher** Job Title in K12Training represents teachers who teach students in the online high school. **HS Returning Teacher Spec Ed** are teachers supporting high school special education students.

### What is Virtual Returning Teacher Training (VRTT)?

VRTT is intended as both a refresher and an update concerning the changes for the new school year, including the curriculum, online tools, communication, and instruction through customizable paths. VRTT assignments are given through [K12Training.com](http://K12Training.com) and intended to complement school-specific, school-delivered start of the year training.

### Summary of VRTT Assignments for HS Returning Teachers

**Curriculums in bold** have a selection of applicable electives within. Consider requesting assistance from your lead teacher or supervisor if you are unsure which electives apply to you.

	Title	Synchronous or Asynchronous
	K12 Online Tools for HS SY 1617 VRTT	<i>Asynchronous</i>
Request assistance from your lead teacher or supervisor if needed when choosing your electives.	<b>Virtual Instruction for SY 1617 VRTT</b>	<i>Asynchronous</i>
	<b>Relationships and Communication for HS SY 1617 VRTT</b>	<i>Asynchronous</i>
	<b>Courses and Curriculum for HS SY 1617 VRTT</b>	<i>Asynchronous</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## K12 Online Tools for HS SY 1617 VRTT

High school teachers use additional online tools in daily interactions with students and families.

Start Here (Required)	
Quick Start to Choice Curriculumms	<i>Directions for using curriculumms with elective choices.</i>
Applicable to All (Required)	
Teacher Landing Page Job Aid	<i>Start your day on the school landing page</i>
Applicable to All (Elective)	
Class Connect Scheduler	<i>Schedule Class Connect sessions with students in the OLS</i>
TotalView School Overview SY 1617	<i>A guided tour of this communication and documentation system</i>
Student Account Creation	<i>Link to short article from K12 Customer Support about creating a student account</i>
Final Step (Required)	
Finalize Your Learning	<i>A short survey</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>



## Virtual Instruction for SY 1617 VRTT

This curriculum provides an overview of several topics critical to virtual instruction, including assessment tools. Use of assessment tools vary in K12 schools. Find from your supervisor or mentor which items shaded in blue are applicable to you.

Start Here (Required)	
Quick Start to Choice Curriculums	<i>Directions for using curriculums with elective choices.</i>
Applicable to All (Required, Any Order)	
Data Driven Instruction	<i>Are students learning?</i>
SY 1617 Individualized Learning Plan	<i>An individual plan for every student</i>
Select Your Programs	
Introduction to Instructional Coaching	<i>Overview of instructional coaching</i>
SY 1617 Assessment with DIBELS	<i>Assessment tool overview</i>
SY 1617 Assessment with PLA	<i>Assessment tool overview</i>
SY 1617 Assessment with Scantron	<i>Assessment tool overview</i>
SY 1617 Assessment with Study Island	<i>Assessment tool overview</i>
SY 1617 Assessment with USATestprep	<i>Assessment tool overview</i>
Final Step (Required)	
Finalize Your Learning	<i>A short survey</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## Relationships and Communication for HS SY 1617 VRTT

Relationships and communication can make or break the experience for virtual students and their families. Start from the very first day to develop connections that will make a difference. Get direction from your supervisor or mentor about which items shaded in blue apply to you.

Start Here (Required)	
Quick Start to Choice Curriculums	<i>Directions for using curriculums with elective choices.</i>
Applicable to All (Required, Any Order)	
FERPA Basics in a Virtual World SY 1617	<i>Understanding the Family Rights and Privacy Act in a virtual setting</i>
SY 1617 Strong Start Program Overview	<i>Use Strong Start resources for new families</i>
Social Media Training	<i>Guidelines for using social media</i>
General Electives	
FAST Module 1: Family and Academic Support Team Overview Training	<i>Overview of the FAST program for all staff members in FAST schools</i>
Final Step (Required)	
Finalize Your Learning	<i>A short survey</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## Courses and Curriculum for HS SY 1617 VRTT

This curriculum contains training about courses used in high school. Get direction from your supervisor or mentor about which items shaded in blue apply to your role in your new school.

Start Here (Required)	
Quick Start to Choice Curriculums	<i>Directions for using curriculums with elective choices.</i>
Required	
Course Variations in the Online High School	<i>Curriculum design and introduction to courses</i>
SY 1617 K12 Course Catalogs	<i>A zip of the current course catalogs. Select the one for your school</i>
Electives	
Accessibility Requirements for Teachers	<i>Understand the requirements for accessibility when creating or modifying course content</i>
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SY 1617 Apex AP US History Job Aid	<i>Details on Apex AP US History</i>
Final Step (Required)	
Finalize your learning	<i>A short survey</i>

Contact **K<sup>12</sup> Academic Services** at <http://K12AcademicServicesSupport.com>

## Introduction to Instructional Coaching

June 2016

### Audience

K-12 Administrators  
K-12 Teachers

### Learning Goals

Teachers will be introduced to the K<sup>12</sup> instructional coach program, including the purpose and goals of the program, benefits of an instructional coaching program and a description of the K<sup>12</sup> instructional coaching cycle.

### Available Credit

1 Clock Hour

## Instructional Coach Program

As part of K12s commitment to supporting teachers and strengthening the learning experience of all students **all K12 teachers who work directly with students** will receive individualized instructional coaching.

Coaching is a form of professional development that provides individualized support based upon the needs and goals of each teachers. Coaches do not simply provide knowledge regarding best practices, they assist each teacher in applying those best practices within their own classes.

At K<sup>12</sup>, our instructional coaching program is based on a strengths based improvement model, focusing on strengths and potential rather than deficits. Your coach will encourage you to reflect on your professional practice, providing support and resources based on your current professional needs. The benefits of this program to you, as teacher, may include:

- ☒ Increased awareness of your personal strengths and weaknesses
- ☒ Increased comfort collaborating and actively participate in PLCs
- ☒ Increased intrinsic motivation to continue learning
- ☒ Increased openness to changes
- ☒ Increased reflection on how instruction affects students
- ☒ Increased intentionally in your instruction

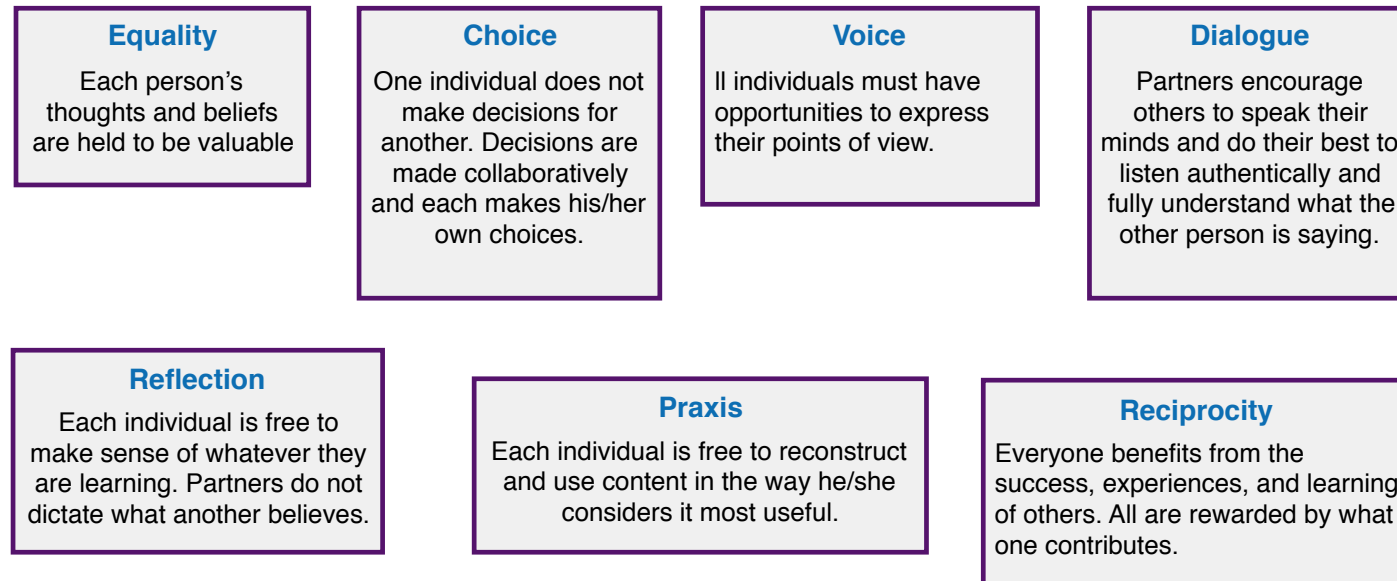


### Coach

"Instructional coaches are professional developers who teach educators how to use evidence-based teaching practices and to support them in learning and applying these practices in a variety of educational settings" - Jim Knight

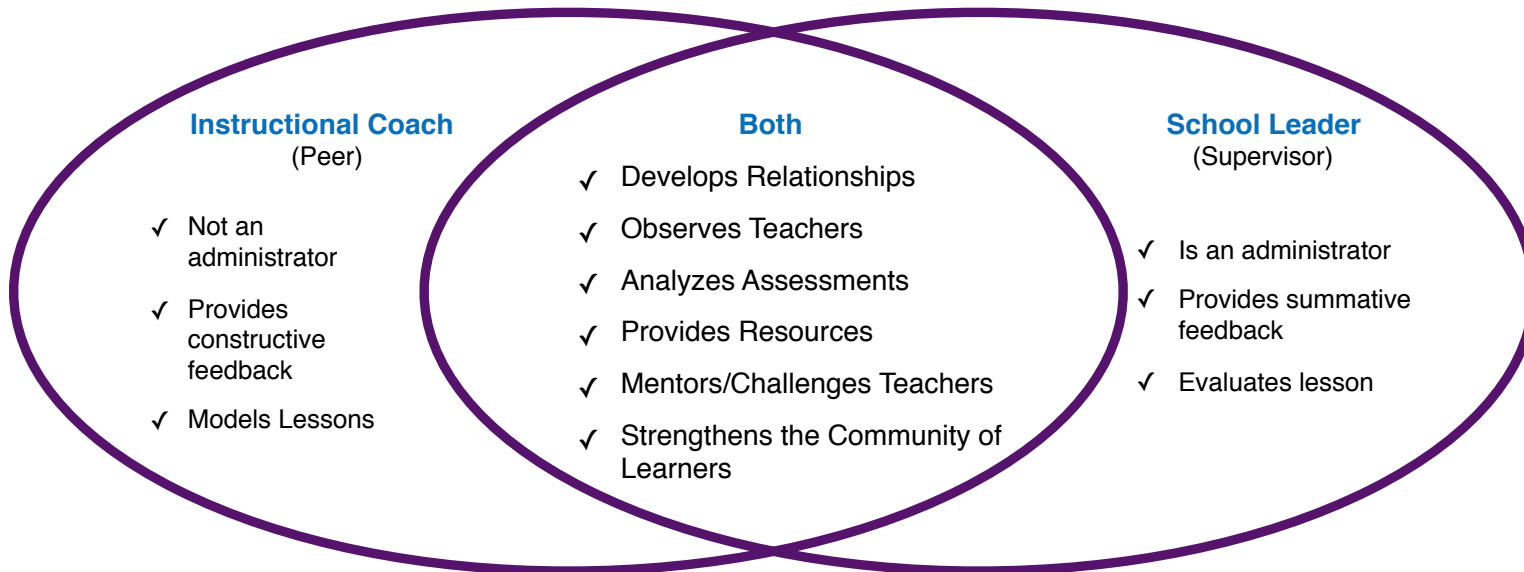
## What is Instructional Coaching?

Instructional Coaching is a non-evaluative relationship based on partnership principles, designed to facilitate the unpacking your professional goals to develop and implement a plan for your individual achievement as well as increase your professional effectiveness with students. K1<sup>2</sup>'s instructional coaching model is based on seven partnership principles, including:



## Coach vs Administrator

There are common responsibilities that are shared by school leaders and instructional coaches, and there are specific responsibilities that sit only with instructional coaches, or only with school leaders.



### Your Instructional Coach May Share the Following With Your School Leader:

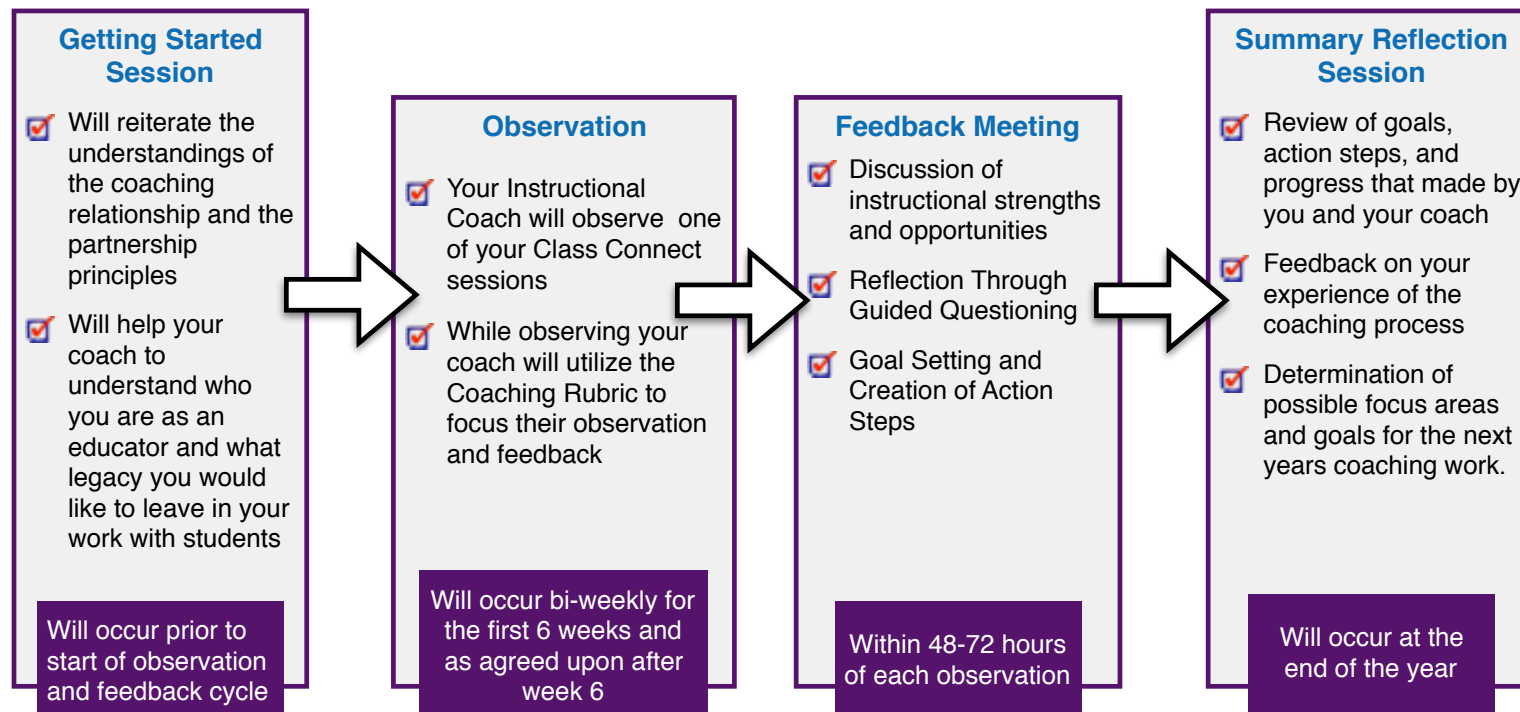
- ☑ Information on **instructional trends and areas of opportunity** to help inform professional development and provision of needed supports. School leaders will also provide coaches with information on instructional areas that they see as priorities for increased support.
- ☑ There may be **serious situations** where an instructional coach may have concerns that student needs are not being met and student learning is being compromised. When a **teacher does not take action** based on reflective conversations, and is **not engaging in the coaching process**, coaches may reach out to school leaders to **request the leader review instruction**.

## Your Instructional Coaching Partnership

- ☑ **Authentic and open communication** between you and your instructional coach is required for your relationship to work.
- ☑ It is necessary to **implement** the coaching conversation for coaching to be a success. Working with an instructional coach will provide you the opportunity to do things differently. If you choose not to engage in the process, you will get the same results you have always gotten.
- ☑ Your instructional coach will speak with you about a schedule for observations and feedback meetings. This may include specific dates and times, or windows. Working with your coach to **find a time that is mutually agreeable** will create a positive experience for both you and your instructional coach.

### What next?

Your coach will reach out to you at the start of the school year to schedule your **Getting Started Session**.



## Observation and Feedback

### Observation

Your Instructional Coach will observe one of your 30 minutes or hour Class Connect sessions. This observation may be scheduled or unscheduled. When scheduling conflicts arise for you and your coach, recordings may be observed. You may be asked to choose a recording or your coach may select one.

[Click here to access the Pocket K12 Rubric for Instructional Coaching](#)

While observing your coach will utilize the Coaching Rubric to focus their observation and feedback. This rubric allows:

- ☒ Your instructional coach to focus their attention
- ☒ Both you and your instructional coach to have a clear understanding of the instructional practices being considered
- ☒ Both you and your instructional coach to have coherent sets of criteria and descriptions of levels of performance for these criteria as a non-evaluative measure

### Feedback

To prepare for a feedback meeting you will be asked to review the recording of the observed class connect session. Your coach may provide guiding questions and Coaching Rubric information for you to utilize as you review your session. The emphasis of this session will be on facilitating your reflection. The more deeply and genuinely you engage in the conversation the more meaningful the process will be.

### Who Is My Instructional Coach?

Instructional Coaches are assigned at a school level. If your instructional coach has not contacted you yet to welcome you to K<sup>12</sup>, contact your academic leader. He or she will have the name and contact information for your instructional coach.



## **ITCA Special Population Indicators**

***Indicators: The school uses clear procedures for identifying diverse learners and has adequate intervention programs for such students. The school adequately monitors the progress and success of all students, including diverse learners. Teachers are aware of their student's progress, including meeting IEP goals, achieving English proficiency or school-based goals for struggling students.***

Upon enrollment, families are initially identified through registration questions as special education, 504, or EL. ITCA makes a concerted effort to identify, locate, and evaluate children who enroll in the school and have a confirmed or suspected disability in accordance with all federal regulations and state standards. In addition, it is the policy of the school that the child with a disability and his/her parent/guardian shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process. Any child suspected to have a disability should be referred to the Special Education Manager.

After enrollment, to identify students who are potentially at risk of falling behind in grade level academics, teachers at ITCA administer baseline assessments to identify strengths and weaknesses in meeting state standards for each ITCA student – offering an initial benchmark on student skill level in each core area, which then allows teacher to differentiate instruction to student needs.

ITCA implements a Multi-Tiered System of Supports (MTSS) that is based on individual student need and problem-solving process. All students have access to the K12 curriculum and depending on individual student need; supplemental programs may be necessary.

Student progress is monitored in the online school utilizing the progress tracking tool. This tool allows students, parents and all teachers associated with that student to monitor student progress. In addition, information collected by the progress tracking tool regarding student performance, attendance, and other data. This data is provided on demand and real time to ITCA teachers to help teachers understand how their students are performing and how they can best help them reach their academic potential. The in-system data helps teachers inform their instructional strategies and identify opportunities for remediation or acceleration.

***Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.***

Each K12 course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, lessons are assembled with a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.

- Lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

- Online and offline activities within the curriculum can be adapted in ways to accommodate student needs, and new tools allow high school teachers to adjust and augment curriculum for individual students.
- The curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.
- K12 is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

Assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored multiple choice tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation. K12's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment. Appropriate assessments are built into almost every lesson to evaluate mastery and point the way to remediation or enrichment.

ITCA students have access to a robust selection of assistive technology (AT) resources, due to the unique online nature of the schools; the environment lends itself to integrate AT supports in a natural way. Dependent on each student's needs, assistive technology and supports are available. Universal Design Principles are used as the foundation to support student's access to online materials in an understandable way. Specifically, online materials must be perceivable, operable, and understandable to each individual; if there is a discrepancy in one of these areas, AT supports may be provided. Current hi-tech and lo-tech AT tools available to identified students include, but is not limited to:

- text to speech software,
- speech to text software,
- zoom/enlarging tools,
- closed captioning,
- readability adjustment software,
- books on "tape,"
- online materials available in print format,
- translation software,
- picture dictionary,
- word prediction software,
- graphic organizer software,
- talking calculator and enlarged calculator,
- glare resistant screens,
- adaptive mouse,
- modified keyboard,
- touch screen technology, and
- other devices based on individual student need.

ITCA works closely with statewide services and supports for students with more extensive needs, including programs such as the Easter Seals, Assistive Technology Loan Program. It is pertinent to identify the correct AT supports for each student and using local resources, such as a loan program, to test the best supports as one step in the process to support all students' access to their education.

CalendarID	Subject	StartTime	EndTime	Academic Plan Description
AP- Assessment	Summative Assessment	5/31/2016	6/1/2016	Summative Assessment or State Testing Windows
AP- Assessment	Baseline Assessment	9/6/2016	9/8/2016	Baseline Assessment
AP- Assessment	Baseline Assessment Data Review	9/6/2016	9/9/2016	Baseline Assessment Data Review
AP- Assessment	Interim assessments	10/17/2016	10/21/2016	Interim Assessments
AP- Assessment	PSAT	10/19/2016	10/19/2016	
AP- Assessment	Instructional cycle evaluation	10/24/2016	10/28/2016	
AP- Assessment	Assessment Creation	11/29/2016	11/30/2016	Assessment Creation
AP- Assessment	Interim assessments	12/5/2016	12/9/2016	Interim Assessments
AP- Assessment	Instructional cycle evaluation	12/12/2016	12/16/2016	
AP- Assessment	Finals	1/18/2017	1/19/2017	Summative Assessment or State Testing Windows
AP- Assessment	Baseline Assessment	1/25/2017	1/27/2017	Baseline Assessment
AP- Assessment	Baseline Assessment Data Review	1/27/2017	1/27/2017	Baseline Assessment Data Review
AP- Assessment	Alternative Summative Assessment Testing Windows	3/6/2017	4/14/2017	Alternative Summative Assessment Testing Windows
AP- Assessment	Interim assessments	3/6/2017	3/10/2017	Interim Assessments
AP- Assessment	Instructional cycle evaluation	3/13/2017	3/17/2017	
AP- Assessment	Assessment Creation	3/20/2017	3/21/2017	Assessment Creation
AP- Assessment	ISAT	3/20/2017	5/19/2017	
AP- Assessment	SAT	4/5/2017	4/5/2017	
AP- Assessment	Interim assessments	4/24/2017	4/28/2017	Interim Assessments
AP- Assessment	Instructional cycle evaluation	5/1/2017	5/5/2017	

CalendarID	Subject	StartTime	EndTime	Academic Plan Description
AP-Professional Development	National Professional Development	9/15/2016	9/15/2016	National Professional Development
AP-Professional Development	Virtual Professional Development	8/15/2016	8/16/2016	Virtual Professional Development
AP-Professional Development	Virtual Professional Development	8/22/2016	8/26/2016	Virtual Professional Development
AP-Professional Development	Face to Face Professional Development	8/17/2016	8/19/2016	All Faculty and Staff
AP-Professional Development	Face to Face Professional Development	2/1/2017	2/3/2017	All Faculty and Staff
PLC training	PLC Institute	10/10/2016	10/12/2016	Conference in San Antonio



1965 S. Eagle Road, Suite 150  
Meridian, ID 83642  
ph: 208.917.2420  
fx: 208.917.2416

[ITCA.K12.com](http://ITCA.K12.com)

## ITCA BOARD MEMBERS July 2016

**Kerry Wysocki...Chairman, (March 2013)**

4392 Hogg Rd  
Homedale, ID 83628  
208-870-7218  
[kwysocki@idccra.org](mailto:kwysocki@idccra.org)  
Term expires July of 2019

General Manager of Northwest Machining & Mfg., Inc. , a precision machine shop which manufactures parts for the Aerospace Industry, Nuclear Industry, Defense Industry, Oil Field and many others. Kerry also volunteers time on the CWI and the Dennis Center Manufacturing Advisory Committees, and works as an Idaho Skills USA Machining and Manufacturing event coordinator.

**Jim Moore... Vice Chair, (July 2014)**

519 S. Trunnel Avenue  
Meridian, ID 83642  
(208) 631-0003  
[jimoore@idccra.org](mailto:jimoore@idccra.org)  
Term expires July of 2018

Certified Regulatory Affairs Professional (RAC) with experience in small, medium, and large FDA regulated industries with emphasis on Class I, II, and III medical device firms. Prepared and received approval for 510(k), IDE and PMA product submissions in cardiovascular, dental, ophthalmic, general hospital, and other categories.

**Mike Falconer... Secretary, (October 2013)**

10192 W. Purple Ash Drive  
Star, ID 83669  
(208) 272-0685  
[mfalconer@idccra.org](mailto:mfalconer@idccra.org)  
Term expires July of 2019

Worked as the Planner/Coordinator for the Idaho Division of Professional-Technical Education for 15 years, and is a retired Engineering and Planning Officer from the United States Army. Has vast experience in project planning and policy.

**Mark McCormack... Treasurer, (October 2013)**

8650 W. Atwater Drive  
Boise, ID 83714  
(208) 863-3966  
[mmccormack@idccra.org](mailto:mmccormack@idccra.org)  
Term expires July of 2018

Engineering program manager with experience in product development, project management, technical documentation, regulatory compliance and approval processes. Experience with systems engineering and test, sales, product marketing, and customer training and presentations. Possesses Bachelor's degree in engineering and holds multiple patents.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

# PUBLIC CHARTER SCHOOL RENEWAL GUIDANCE & APPLICATION



Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

Alan Reed, Chairman  
Tamara Baysinger, Director

## Introduction

Idaho statute requires that all public charter schools in the state be periodically reviewed by their authorizer for the purpose of determining whether or not the charter should continue operations. New schools are initially approved for three year terms, and may be renewed for successive five year terms thereafter.

The Public Charter School Commission (PCSC) seeks to make the renewal process as meaningful, transparent, and collaborative as possible. We encourage schools to review this guide thoroughly, taking care to meet deadlines and complete the renewal application accurately. We also encourage schools to start the process early and maintain communication with PCSC staff throughout.

The renewal process offers an opportunity for you, as a school, to reflect on your outcomes during your current performance certificate term; make an evidence-based case that your school represents a prudent use of student time and taxpayer funds; and present a compelling plan for your school's future.

The PCSC will make renewal decisions in accordance with Idaho statute, ultimately basing its decision on each school's outcomes with regard to the requirements and standards established in the performance certificate and framework.

We thank you for your thoughtful engagement in this rigorous but important process, and invite an atmosphere of honest communication and commitment to quality as we all work toward the goal of upholding Idaho's charter school movement and the students it serves.



## Overview

The renewal process outlined in Idaho statute includes several deadlines and requirements of both authorizers and schools. This guide is intended to assist you in understanding these requirements and fulfilling your school's responsibilities in a timely and effective fashion. It will also explain the PCSC's role in the process, including procedures and possible outcomes.

Your charter, performance certificate, and framework contain a description of the school you have committed to provide for your community. The framework details academic, mission-specific, operational, and financial standards against which your outcomes are evaluated on an annual basis. These outcomes are provided to you by the PCSC in annual performance reports and indicate whether your school has exceeded, met, failed to meet, or fallen far below the standard for each measure.

Throughout the majority of your performance certificate term, very few (if any) sanctions are imposed even if your school's outcomes are not ideal. Instead, annual performance reports serve as guideposts to help shape your strategic planning as you celebrate your strengths and seek to improve upon any shortcomings.

During the renewal process, the PCSC will carefully evaluate your school, including implementation of your stated mission and key design elements, as well as academic, mission-specific, operational, and financial outcomes relative to the standards established in the framework. We will examine the trajectory of your school throughout the performance certificate term, noting changes over time as well as the larger context in which they have occurred.

The renewal process includes opportunities for you to address the outcomes described in your annual reports, provide contextual detail and additional evidence, and describe improvements undertaken by your school. These opportunities include optional submission of auxiliary data, a site visit by a pre-renewal review team, completion of a renewal application, and a public hearing.

The renewal application included with this guidance document is intended to answer the following questions:

1. Is the school an academic success?
2. Is the school organizationally sound and compliant with applicable laws and regulations?
3. Is the school a fiscally sound, viable organization?
4. If renewed, what is the school's plan for its next performance certificate term?

The process allows you to make your best case for renewal by providing additional information and offering explanations for any performance issues. Because the renewal timeline is tight, we encourage you to begin working to address any concerns identified in your annual reports as soon as possible.

Ultimately, there are several possible outcomes of the renewal process:

1. The PCSC may renew your charter for a new, 5-year term.
2. The PCSC may *conditionally* renew your charter for a new, 5-year term. If the specific, written conditions established by the PCSC are not met on the timeline specified, the PCSC may proceed with revocation of the charter prior to the end of the term.
3. The PCSC may non-renew your charter. Non-renewal obliges a school to permanently close at the end of the school year during which the non-renewal decision is made. In the event of a non-renewal decision, an appeal process is available.
4. Your school may voluntarily relinquish its charter. If this decision is made, the PCSC strongly encourages schools to close at the end of the school year, rather than mid-year, whenever possible.

## Renewal Process

The PCSC endeavors to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions in accordance with Idaho statute and the National Association of Charter School Authorizers (NACSA) *Principles and Standards for Quality Charter School Authorizing*. This standard is embedded in the performance certificate and framework signed by each school. In accordance with statute, the performance certificate, PCSC policy, and best practices in authorizing, the PCSC will base its renewal decisions on each school's existing performance record.

Although the formal renewal process described in Idaho statute begins in fall of the renewal year, several stages lead up to the process:

**Performance Certificate and Framework Adoption** -- Your school's performance certificate and framework were adopted and signed by both your board chair and the PCSC's chair at the beginning of the certificate term. The adoption process included multiple conversations between PCSC staff and school leadership, during which the certificate and framework were reviewed and customized to your school. The certificate and framework specify the academic, mission-specific, operational, and financial performance expectations to which both parties have agreed.

**Non-Renewal Years** -- Throughout your performance certificate term, your school received annual performance reports advising you of your outcomes relative to the performance expectations described in the performance framework. Each year, you had an opportunity to review a draft and provide documented responses in advance of the final report's publication. School leadership was encouraged to work toward resolution of any shortcomings identified in the annual reports.

**Pre-Renewal Year** -- This stage comprises the school year prior to the one in which a renewal or non-renewal decision will be made. During this stage, PCSC staff meets with school leadership to discuss any concerns that may impact the upcoming renewal decision. As a school, you are invited (though not required) to submit auxiliary performance data to support your case for renewal.

**Renewal Year** -- This stage comprises the school year in which a renewal or non-renewal decision will be made. Early in the renewal year, an evaluation team will make a site visit to the school. Between November 15 and March 15 of the renewal year, the PCSC and school will exchange final performance documentation on a strict timeline. Your school's board is ultimately responsible for the school's participation in the renewal process, including timely submission of a thorough and accurate renewal application.

## Renewal Timeline

Below is a timeline of the renewal process, including deadlines, beginning in the year preceding the renewal year and continuing through the PCSC's final decision. Deadlines for schools are shown in green.

Pre-Renewal Year	PCSC staff meets with school leadership to introduce the renewal process and discuss any concerns regarding school outcomes.
July 15	Schools may submit auxiliary performance data (optional).
Fall of Renewal Year	Evaluation team makes a site visit to the school. School board members, administration, and business management personnel should plan to participate.
November 15	PCSC issues performance reports to all renewal-year schools.  PCSC issues renewal application and guidance to all renewal-year schools.
December 15	Renewal-year schools submit completed renewal applications to PCSC.
February PCSC Regular Meeting	Public hearings are held to consider evidence regarding renewal year schools.
Within 7 days of the February PCSC Regular Meeting	Schools may submit written closing arguments to PCSC office (optional).
By March 15	PCSC holds special meeting for the purpose of making final renewal or non-renewal determinations.

Several of the deadlines above are statutory, and all are critical to ensuring a smooth renewal process during which both parties have an opportunity to review and respond to all relevant documentation. For this reason, PCSC policy provides that "schools that fail to submit their completed renewal application by the statutory deadline may be recommended for non-renewal."

Schools are encouraged to review this timeline frequently and contact PCSC staff with any questions.

## Auxiliary Performance Data Submission

The renewal process described above includes an optional opportunity for you to submit auxiliary performance data of which the PCSC may not otherwise be aware. We invite you to use this opportunity to make your case for renewal by providing academic, mission-specific, operational, or financial information that is not already captured by the performance framework.

The auxiliary performance data submission deadline is July 15, and auxiliary data must be submitted using the Auxiliary Performance Data Submission Form. Be sure to follow the instructions carefully in order to ensure that your data is presented in a meaningful and useable manner. Remember to focus on measurable, objective evidence rather than on anecdote.

We strongly encourage you to take advantage of this voluntary submission in order to support claims about your school's outcomes. For example, if you believe that your SAT results are reflective of a population that is highly mobile, you could consider submitting the following:

- SAT results for all your students who took the test;
- The same data parsed by the length of time students have been continuously enrolled at your school prior to taking the test; and
- Analysis of the above data differentiating results of students who have been enrolled for a significant period from those of students who enrolled more recently.

As another example, perhaps you believe your ISAT proficiency rates reflect a population of students who were already struggling academically when they enrolled at your school. You could consider submitting the following:

- Student-level growth data (using a standardized assessment) for all your students;
- The same data parsed by how close to grade level students were when they entered your school; and
- Analysis of the above data demonstrating the rate of growth for students who enrolled below, at, and above grade level.

As a third example, perhaps you believe your four-year cohort graduation rate is reflective of a population that includes many students who were already behind their cohorts when they enrolled at your school. You could consider submitting the following:

- 4 year, 5 year, and 6+ year cohort graduation rates;
- Student-level data demonstrating which of your students graduated with which cohorts (4 year, 5 year, 6+ year);
- Student-level data demonstrating whether/how far behind cohort those graduates were when they enrolled at your school; and
- Analysis of the above data demonstrating the rate at which students who enrolled with or behind their cohorts progressed through graduation from your school.

The Auxiliary Performance Data Submission Form will help you organize your supporting documentation and explain the purpose for which you are submitting it. We will provide a secure file transfer site to ensure that individually-identifiable student information is protected.

## Renewal Application

Below is a checklist to guide you through the development of your renewal application. The checklist is followed by guidance to assist you with development of the application narrative and exhibits.

### Title Page

Please provide a title page with the title "Application for Charter Renewal." Include the following information:

- ☐ School Name
- ☐ School Address
- ☐ Contact Information for Renewal Process Contact Person
  - ☐ Name
  - ☐ Title
  - ☐ Phone
  - ☐ E-mail
  - ☐ Mailing Address
- ☐ Date of Application Approval by School Board
- ☐ Application Submission Date

## Table of Contents

Please provide a clear and comprehensive table of contents including, for all major sections and exhibits:

- ☐ Page Numbers
- ☐ Hyperlinks or Electronic Bookmarks

## Executive Summary

Please provide an executive summary, limited to two (2) pages in length (no less than 11-point font, standard 1-inch margins), providing a concise and concrete overview of the renewal application, including:

- ☐ Summary of the school's mission and key design elements, or defining characteristics
- ☐ Summary of major successes and challenges during the current performance certificate term
- ☐ Summary of the school's responses to the four, central questions addressed in the application
- ☐ Signatures of your school's board chair and administrator

## Application Narrative

Please provide an application narrative, limited to twenty-five (25) pages in length (no less than 11-point font, standard 1-inch margins) addressing the four, central questions below:

- ☐ Is the school an academic success?
- ☐ Is the school organizationally sound and compliant with applicable laws and regulations?
- ☐ Is the school a fiscally sound, viable organization?
- ☐ If renewed, what is the school's plan for its next performance certificate term?

Your responses to the first three questions should focus on credible evidence of the school's past performance outcomes and current status. Only the answer to question four should focus on plans for the future. Below you will find additional guidance to provide direction as you craft your response to each question.

## Exhibits

Please attach any exhibits necessary to support your application narrative. All exhibits should:

- ☐ Be immediately relevant to evidence and analysis presented in your renewal performance report. (Any other information should already have been submitted by the optional July 15 auxiliary performance data submission deadline.)
- ☐ Provide clear and objective evidence, rather than anecdotal information, to clarify or correct the contents of the renewal performance report.
- ☐ Be in Word or Excel format.
- ☐ Be referred to using an exhibit number in the relevant portion of the table of contents and application narrative.
- ☐ Be clearly labeled (both file name and within the document) with the school name and exhibit number.

## Application Narrative Guidance

The guidance below is intended to assist you with development of your renewal application narrative. Please review it carefully to ensure that your narrative is complete. Remember to use your renewal performance report as a guide for your response.

### 1. Is the school an academic success?

Students' academic success is the most important aspect of your school's efficacy, and it represents the PCSC's highest priority when evaluating schools for renewal. This portion of your application narrative should provide an honest, detailed, and data-driven discussion of your school's academic outcomes over the performance certificate term.

Be sure to address the key areas of proficiency, growth, and (in the case of high schools), college and career readiness. Include a discussion of both overall and sub-population achievement (Special Education, Free & Reduced Lunch, Non-White, and Limited English Proficiency). It may also be appropriate to consider other groups, such as at-risk students or students who have been continuously enrolled at your school for a certain period.

Also discuss your results on the mission-specific section of the framework, if applicable. The mission-specific measures reflect factors that your board self-identified as important for evaluation of the school. If your annual performance reports reflect weakness in any of these areas, please discuss how your school has responded to the identified shortcomings, focusing particularly on the documented impact of that response.

We invite explanation regarding the context of challenges faced by the school and discussion of how the school has adapted to meet them. Throughout this section, remember to focus primarily on outcomes, that is, the results of your efforts rather than the details of the efforts themselves.

You should also address the degree to which your school fulfills the promises made in your charter. Consider the key design elements listed in your performance certificate, as well as the educational program your charter describes. Does reality reflect the commitments made in your charter and performance certificate? Are you actually providing to your community the educational option and results that you described in your charter (as amended, if applicable)?

### 2. Is the school organizationally sound and compliant with applicable laws and regulations?

This portion of your narrative should address any concerns noted in the operational section of your annual performance reports. Include a description of actions you have taken to correct any outstanding issues, and focus on the outcomes of those actions.

Include a discussion of your school's student demographics by comparison to the state and surrounding district. If there are discrepancies, explain why you believe this is the case, any measures you have taken to ensure that all students feel welcome to enroll. Address the impact of your student demographics, whether they reflect diversity or lack thereof, on your academic outcomes.

It is also appropriate to discuss in this section any issues regarding topics such as organizational capacity, board oversight and governance, school leadership, school safety, and stakeholder satisfaction. Remember to focus on demonstrable evidence rather than anecdote.

### 3. Is the school a fiscally sound, viable organization?

This portion of your narrative should describe the school's financial status, both at present and over the long term. Any concerns noted in the financial section of your annual performance reports should be addressed. You should also discuss any concerns about independent fiscal audit findings,

internal controls, and underenrollment. Be sure to explain the reasons the concerns came about, the actions you have taken to address them, and the especially outcomes of those actions.

If your school faces unresolved financial uncertainty, it is appropriate to discuss how you will ensure that your students' educational experience is not negatively affected while you work toward a stronger financial position.

**4. If renewed, what is the school's plan for its next performance certificate term?**

This portion of your narrative should discuss plans for the future of your school. Summarize your strategic plan, looking ahead to the upcoming five-year term.

If outstanding concerns remain in any of the areas considered earlier (academic, operational, or financial), this is an appropriate place to explain your action plan and timeline for resolving those concerns. It is particularly important to focus on the measurable results you expect to achieve by specified points in time.

You should also provide information regarding any intention to propose an expansion or replication, programmatic change, or other substantial modification to your school that may occur during the upcoming, five-year term.

Finally, please include in this section a description of any plans you have for disseminating your successes for the benefit of other schools, teachers, and students.

## Application Submission Instructions

Before submitting your application, please verify that it meets the following checklist:

- ☐ The application includes a complete title page, table of contents, executive summary and narrative.
- ☐ The executive summary does not exceed two (2) pages.
- ☐ The executive summary is signed by the school's board chair and administrator.
- ☐ The narrative does not exceed twenty-five (25) pages.
- ☐ The narrative thoroughly addresses the topics described in the guidance above.
- ☐ Any exhibits are clearly labeled and formatted according to the guidance above.

For data security purposes, the PCSC has established a secure File Transfer Protocol (FTP) site. **In order to protect confidential student data, you must submit your completed application and exhibits through the FTP site. Do not submit or send your student level data through any other method (e-mail, file sharing website, etc.).**

Please follow these steps to submit data through the secure server:

1. Go to <https://sldstransfer.boardofed.idaho.gov>. Any staff member who has submitted ISEE reports will already have an account in this system through the State Department of Education. If you already have an account, proceed to step two. If you do not have an account, select "Other," then select "Registration."
2. Once you have registered, email Andy Mehl (Andy.Mehl@osbe.idaho.gov), the Office of the State Board of Education's information technology manager, letting him know that you have registered. He will then approve your access to the "Transfer" option. Once he has approved your request, you will be able to send documents in a secured environment.

When your data is ready to submit, log back in to <https://sldstransfer.boardofed.idaho.gov> and click on the "Transfer Files" icon. There will be the option to select a file recipient. Scroll down to find Charter Schools Program Manager Kirsten Pochop's email address (Kirsten.Pochop@osbe.idaho.gov). Then you can upload the file and send it. Be aware that you can only send one file at a time. Kirsten will receive an email when the file is received.

The PCSC thanks the National Association of Charter School Authorizers, Core Charter School Renewal Application and Guidance, [www.qualitycharters.org](http://www.qualitycharters.org) for assistance in development of this renewal application and guidance.



**From:** Jennifer Barbeau  
**Sent:** Friday, October 7, 2016 2:44 PM  
**To:** Monti Pittman (mpittman@k12.com)  
**Subject:** Charter Site Visit Schedule  
**Attachments:** Renewal Site Visit Rubric.pdf

Good Afternoon Monti,

I have a tentative schedule for your visit. It is as follows:

8:30am-Evaluation team arrives, introductions, set-up, and quick site tour  
9am-Administrator Interview  
10am-Board Interview  
11am-Curriculum review, online program demonstration, document review (evaluators will indicate what they'd like to see, get a better understanding of)  
12pm-12:30pm-Staff Panel (A group of 3-5 teachers, of various subjects and experience, of your choosing) \*\*This can be done by conference call-it is not necessary for the teachers to travel in\*\*  
12:30pm-Additional Review as Needed, Wrap Up

Please keep in mind that the evaluators may need to adjust the schedule if interviews take longer than expected. We'll do our best to keep on schedule and respect everyone's time, but we also want to make sure we have a good understanding of how the school operates. Along those same lines, the evaluators may determine that they need to stay beyond the scheduled 12:30pm wrap up. It is not necessary for the board members to be onsite during the entire visit.

I have also attached a copy of the evaluation rubric that we will be using during the visit. Please note that it is highly unlikely all the measures will be evaluated for IDCCRA. Our office staff and the evaluators will determine the rubric measures of most value for your visit. I hope this has provided some clarification. Let me know if you have any other questions.

Jennifer Barbeau  
Accountability Program Manager  
Public Charter School Commission



650 W. State St. #307  
Boise, ID 83720-0037  
(208) 332-1594 Direct  
(208) 332-2270 Board Office

[www.boardofed.idaho.gov](http://www.boardofed.idaho.gov)



# Pathway Assessments

NOCTI's pathway assessments were developed for programs offering a sequence of courses related to a pathway area. Unlike NOCTI's Job Ready assessments which assess a specific technical area, the pathway assessments measure pathway or cluster-level technical, academic, and soft skills contextualized to the field.

## Comparing Pathway and Job Ready Assessments

### **PATHWAY**

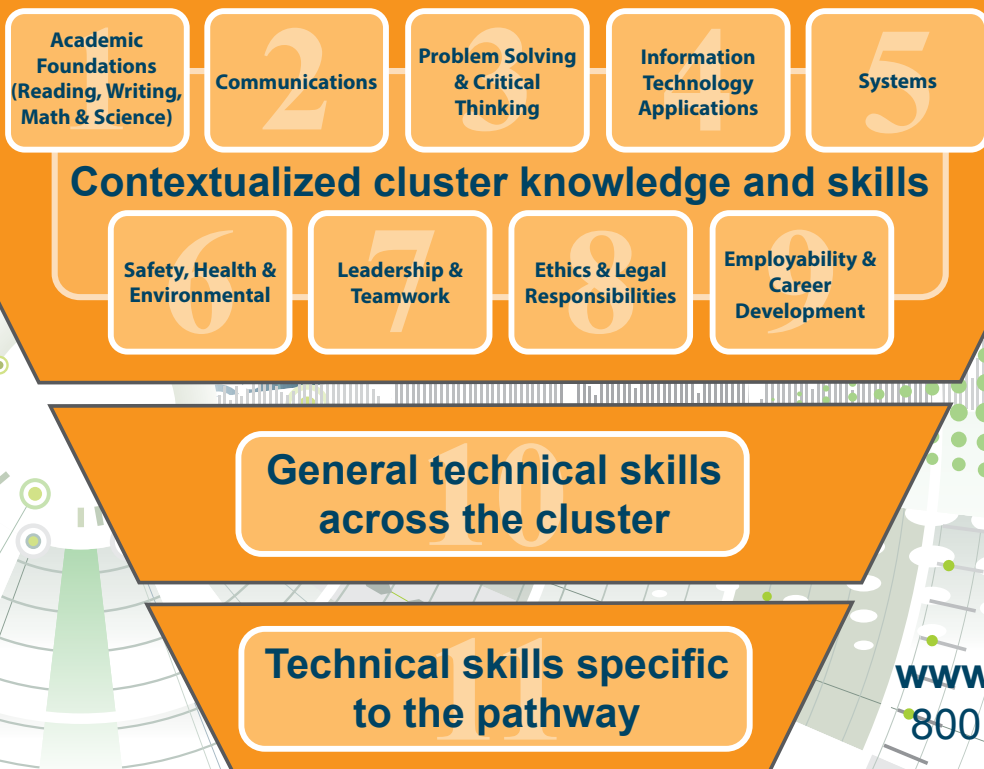
Administrative Services  
Maintenance Operations  
Therapeutic Services



### **JOB READY**

Accounting-Advanced  
Plumbing  
Nursing Assisting

## Pathway Assessment Structure



[www.nocti.org](http://www.nocti.org)  
800.334.6283

# Features

## of a Pathway Assessment...

- ➔ Engaging interactive items
- ➔ Efficient online administration
- ➔ Under 120 items
- ➔ Two-hour administration time
- ➔ Text-to-speech availability
- ➔ Pre-/post-test package option
- ➔ Affordably priced
- ➔ Flexible multiple-session administration

### PATHWAY ASSESSMENT PRICING

(Offered exclusively through QuadNet)

**Pre-/Post-Assessment Package:**  
\$16.00/student

**Post-Assessment Only:**  
\$11.00/student

### PATHWAY STUDY GUIDE PACKAGES

- 10 Student Assessment Study Guides
- 1 Teacher Companion Guide
- Access to online sample questions at no additional cost

**Study Guide Package Price:**  
\$38.00

**Additional Study Guides (sets of 5):**  
\$12.00/set

# QuadNet™

NOCTI's secure, reliable, user-friendly  
online administration system

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## CRITERION-REFERENCED CUT SCORES



### What is a criterion-referenced cut score?

The concept underlying the criterion-referenced cut score is to set the point on the test at which a test taker could be considered a "minimally competent candidate", or one who is sufficiently competent for a beginning position in the chosen field. This was operationally defined as:

*What a candidate should 1) know and 2) be able to do on their very first day on the job in order to perform duties in a safe and effective manner.*

### Who helped NOCTI set the criterion-referenced cut scores?

For each assessment, a group of 10 to 15 subject matter experts (SMEs) were recruited and trained by a NOCTI facilitator to participate in the rating process. Each group was recruited from a variety of states across the country and included a mix of educators in the field and those practicing within the industry. In addition, each SME was required to have a **minimum** of 3 years of current work experience in either industry or education (or both).

### Should I use criterion-referenced cut scores?

The criterion-referenced cut scores are included on the standard score reports for Job Ready and Pathway tests. These cut scores are presented as an alternative for client use, but as always, NOCTI does NOT mandate the use of any particular cut scores. Clients may still set their own cut scores or use a normative method as needed/desired.

If you have previously used a cut score mandated by your state or district, you should continue to use that cut score rather than the NOCTI criterion-referenced cut score, unless instructed otherwise. If you are uncertain, or have questions, please contact the appropriate person in your state or district.

If you are not mandated to use any particular cut score, then the criterion-referenced cut score is an option you may wish to consider.

Analysis of Scores									
Site: Sample Site					Level: Secondary				
Test Date: XX/XX/XXXX					Type: Post-Test				
Test Title and Test Code									
Written - Cognitive									
Standards		Group	Site (Cumulative)	State	Nation	Criterion-Referenced Cut Score	Standard Error of Measurement		
	Standard Description	10	25	339	1034				
1	Standard 1	76.0	68.6	63.4	70.2		13.9	4.4	
2	Standard 2	67.2	61.0	61.1	68.3		15.3	4.8	
3	Standard 3	77.1	75.5	71.9	70.3		16.1	5.1	
4	Standard 4	69.5	65.0	63.0	65.0		17.7	5.6	
5	Standard 5	51.2	52.5	54.5	53.0		13.7	4.3	
6	Standard 6	72.1	71.1	72.5	71.3		17.0	5.4	
7	Standard 7	53.1	56.6	56.0	57.0		20.7	6.5	
Total		66.8	64.1	62.9	69.7	55.1	11.9	3.8	

### Where do I find the criterion-referenced cut score?

Criterion-referenced cut scores are displayed on standard score reports, specifically on the Analysis of Scores report, for Job Ready and Pathway assessments. A criterion-referenced cut score will be displayed for both written and performance components, if appropriate.

A list of the current criterion-referenced cut scores is provided on the following pages.

### Do criterion-referenced cut scores change?

When an assessment is revised, the criterion-referenced cut score is also revised. The cut score process begins once the test is released (September) and is generally completed by January. Until cut scores for new or revised tests are available, the following table will display TBD (To Be Determined).

December 2016



# NOCTI Job Ready and Pathway National Criterion-Referenced Cut Scores

Test Title	Test Code	Written Cut Score	Performance Cut Score
21st Century Skills for Workplace Success	1437	56.8	N/A
Accounting - Advanced	4900	51.9	84.3
Accounting - Basic	4000	47.7	84.0
Administrative Assisting	4101	47.0	88.6
Administrative Services (Pathway)	1205	56.3	N/A
Advertising and Design	4119	50.1	86.2
Agricultural Biotechnology (Pathway)	1229	47.8	N/A
Agriculture Mechanics	2102	47.1	85.3
Animal Systems (Pathway)	1227	46.1	N/A
Apparel and Textile Production and Merchandising	3018	50.1	89.4
Architectural Drafting	4004	48.4	78.3
Audio-Visual Communications	3005	52.1	83.3
Automotive Technician - Advanced	4008	53.5	89.3
Automotive Technician - Core	4309	51.3	86.4
Banking and Related Services (Pathway)	1096	56.9	N/A
Biotechnology	4075	52.5	77.1
Broadcasting and Journalism (Pathway)	1106	60.6	N/A
Building Construction Occupations	4011	62.7	88.0
Building Trades Maintenance	4012	54.9	85.2
Business Financial Management (Pathway)	1095	56.6	N/A
Business Information Processing	4013	56.0	87.5
Cabinetmaking	3014	47.9	79.4
CAD	4973	53.1	84.1
CAD-CAM	3073	58.2	85.1
Career Skills	1100	42.2	N/A
Carpentry	4115	52.6	75.2
Collision Repair and Refinishing Technology	3183	66.0	81.1



Test Title	Test Code	Written Cut Score	Performance Cut Score
Collision Repair	4106	64.5	79.0
Commercial Foods	4020	46.2	82.2
Computer Networking Fundamentals	4514	61.8	84.1
Computer Programming	4023	70.6	84.9
Computer Repair Technology	4515	62.9	88.2
Computer Technology	4122	62.1	83.5
Construction (Pathway)	1128	58.1	N/A
Construction Masonry – Block	4025	46.8	72.2
Construction Masonry – Brick	4125	46.2	69.2
Cosmetology	4082	54.5	84.3
Criminal Justice	4181	52.0	79.9
Criminal Justice Advanced	1890	42.5	N/A
Culinary Arts Level 1 - Prep Cook	4236	47.3	81.7
Culinary Arts Level 2 - Cook	4336	56.2	82.4
Dental Assisting	4126	61.1	86.2
Design and Pre-Construction (Pathway)	1127	58.2	N/A
Diagnostic Services (Pathway)	1186	63.6	N/A
Diesel Technology	4127	56.5	84.5
Early Childhood Development and Services (Pathway)	1236	45.8	N/A
Early Childhood Education and Care - Advanced	4017	56.6	80.7
Early Childhood Education and Care - Basic	4016	51.9	79.9
Education and Training (Pathway)	1125	58.8	N/A
Electric Power and Distribution	2039	48.7	82.0
Electrical Construction Technology	4130	55.2	88.4
Electrical Occupations	3029	51.8	86.6
Electronics	3034	56.8	83.2
Electronics Technology	4035	54.0	88.1
Emergency and Fire Management Services (Pathway)	1135	53.3	N/A
Emergency Medical Services (Pathway)	1138	52.5	N/A
Family and Community Services (Pathway)	1237	46.7	N/A

NOCTI Criterion-Referenced Cut Scores

2017



Test Title	Test Code	Written Cut Score	Performance Cut Score
Fashion Merchandising	4002	50.9	N/A
Financial and Investment Planning (Pathway)	1094	55.8	N/A
Financial and Managerial Accounting	2120	50.6	N/A
Floriculture	4049	52.0	78.0
Floriculture - Greenhouse	4949	51.0	76.8
Forest Products and Processing	3037	44.1	72.8
Fundamentals of Construction	0177	55.2	84.9
General Management (Pathway)	1203	55.7	N/A
Graphic Production Technology	4242	48.5	86.7
Health Assisting	4143	56.5	82.3
Health Informatics (Pathway)	1187	63.5	N/A
Heavy Equipment Maintenance and Repair	3046	54.9	86.2
Home Health Aide	4048	57.1	85.8
Horticulture - Landscaping	4149	46.6	85.0
Hospitality Management - Food and Beverage	3079	44.7	83.9
Hospitality Management - Lodging	3080	38.9	86.8
Human Resources Management (Pathway)	1204	56.5	N/A
HVAC	3045	54.5	79.5
HVAC-R	3064	44.7	82.5
HVAC-R Installation and Start-up	2111	48.9	71.8
HVAC-R Service and Repair	2110	44.0	75.1
Industrial Electricity	2050	43.5	86.8
Industrial Electronics	2051	60.9	87.1
Industrial Maintenance Mechanics	2074	44.3	84.3
Information Support and Services (Pathway)	1131	59.5	N/A
Interactive Media (Pathway)	1132	59.4	N/A
Interior Decorating and Design	1032	48.7	N/A
Legal Services (Pathway)	1137	50.3	N/A
Lodging (Pathway)	1287	45.5	N/A
Logistics Technology/Distribution Center Services	2071	47.7	84.8
Maintenance Operations (Pathway)	1129	58.0	N/A



<b>Test Title</b>	<b>Test Code</b>	<b>Written Cut Score</b>	<b>Performance Cut Score</b>
Manufacturing Technology	2084	49.2	81.4
Mechanical Drafting and Design	4038	49.0	78.6
Mechatronics Level I	2040	51.3	N/A
Medical Assisting	4355	55.0	87.8
Natural Resources Systems (Pathway)	1228	46.2	N/A
Network Systems (Pathway)	1130	59.4	N/A
Nursing Assisting	4158	56.0	88.3
Performing Arts (Pathway)	1107	60.2	N/A
Personal Care Services (Pathway)	1238	45.4	N/A
Plumbing	4061	45.2	86.6
Practical Nursing	4162	51.1	86.3
Pre-Engineering/Engineering Technology	2475	50.1	81.9
Precision Machining	4152	45.9	81.4
Production Agriculture	3063	46.3	82.7
Protective Services	2480	50.6	79.8
Recreation, Amusements, and Attractions (Pathway)	1289	50.1	N/A
Restaurant, Food, and Beverage Services (Pathway)	1286	45.7	N/A
Retail Commercial Baking	4010	56.9	82.8
Retail Merchandising	4153	58.3	86.9
Security and Protective Services (Pathway)	1136	52.5	N/A
Small Animal Science and Technology	3103	45.4	80.0
Small Engine Technology	4168	52.8	83.2
Technical Drafting	4054	54.8	82.5
Television Production	3427	59.7	72.1
Therapeutic Services (Pathway)	1185	64.3	N/A
Travel and Tourism (Pathway)	1288	46.9	N/A
Visual Arts (Pathway)	1108	60.4	N/A
Visual Communications and Interactive Media Design	3425	51.6	79.4
Web Design	2750	56.1	84.4



<b>Test Title</b>	<b>Test Code</b>	<b>Written Cut Score</b>	<b>Performance Cut Score</b>
Welding	4172	52.0	84.7
Wind Turbine Maintenance Technician	2150	57.1	86.3
Workplace Readiness	3033	55.9	N/A
Workplace Success Skills for Middle School	1350	54.4	N/A