

### Staffing Plan

The school will be prepared to staff based on actual enrollment.

School of Dreams Academy  
Elementary Enrollment  
As of 1/11/2019

GRADE	TEACHER/AIDE	CURRENT ENROLLMENT
PreK	N. Diaz / S. Deibler	16
PreK	D. Gabaldon / T. Brandt	16
Kindergarten	L. Cordova / A. Caldwell	14
Kindergarten	A. Griego / J. Fernandez	12
1st Grade	J. Sanchez	15
2nd Grade	A. Saiz	16
2nd Grade	C. Swanson	16
3rd Grade	J. Nilvo	19
4th Grade	A. Rollins	17
5th Grade	<i>Proposed Vacant</i>	0
5th Grade	<i>Proposed Vacant</i>	0
6th Grade	<i>Proposed Vacant</i>	0
6th Grade	<i>Proposed Vacant</i>	0
Current 2018/2019 Enrollment:		141

## Enrollment

**School of Dreams Academy**  
**Projected Enrollment By Grade Three Years Out**

Fiscal Year	3y 4y	Grade													Total Students	
		K	1	2	3	4	5	6	7	8	9	10	11	12		
2018-19	29	27	18	29	17	16	-	-	57	55	57	51	48	44	419	Current Enrollment (3y 4y not counted)
2019-20	30	30	30	25	30	25	25	25	60	60	60	60	60	60	550	Projected (3y 4y not counted)
2020-21	30	35	35	35	35	30	30	30	60	60	60	60	60	60	590	Projected (3y 4y not counted)
2021-22	30	35	35	35	35	35	35	35	60	60	60	60	60	60	605	Projected (3y 4y not counted)

Regarding advertisement and recruitment of students we plan to utilize our current methods of announcing that our enrollment window is open. That includes taking out an ad in our local newspaper (Valencia County News Bulletin), advertising at the local Starlight movie theatre, announcements in social media (Facebook and Instagram), and on our webpage. Word of mouth has also been quite effective when we send flyers with our current families and they help get the word out. Currently, we have 16 students in the 4th grade. All have indicated that they plan on returning as 5th graders that allows room for new students to enroll. We will have 40 openings in 6th grade and will be prepared to staff based on the actual enrollment.

## Concrete Resources

We also realize that we will need to purchase the levels 5 and 6 of our current reading and math curricula, as well as social studies. We also have an online curriculum that has already been purchased (Moby Max, Edgenuity, I Station) and we have always utilized Khan Academy throughout our school.

## Criteria for Promotion

With respect to grade level promotion and/ or retention we heavily consider reading and writing proficiency when making retention decisions. Discussions regarding retention are always held during a parent meeting and/ or SAT meeting with parents present.

## Grade Level Change to Contract Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [School of Dreams Academy], effective [1] of [July], [2014]. [School of Dreams Academy] was recently approved (12/12/2018) for a [5 year] Charter Contract effective July 1, 2019.

[School of Dreams Academy] Charter Contract currently states:

**AUTHORIZED GRADE LEVELS: 3Y, 4Y, K-4, 7-12**

[School of Dreams Academy] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section 8.01(a)i, as follows:


**PROPOSED CHANGE TO GRADE LEVELS SERVED: add grades 5 and 6**

**EFFECTIVE DATE: July 1, 2019 (SY 2019-2020)**

**GRADE LEVELS SERVED:** ☒ INCREASE ☐ DECREASE

[School of Dreams Academy] Grade Level Change to Contract amendment request is hereby submitted by, [Michael S Ogas], on [January 8, 2019], and affirms the school meets the following eligibility criteria:

- ☒ The school must confer with the PEC to convert to the 2018 contract template within 30 days of a vote on this request; and
- ☒ Received no lower than a "C" letter grade in any of the past three years, or in all of the past three years for which a Tier evaluation is available, have been identified as Tier 2 or better in the Academic Performance Framework; and
- ☒ Has not had its board of finance revoked within the last three years; and
- ☒ The school's governing board is in compliance with all reporting requirements.

  
\_\_\_\_\_  
Charter School Representative Signature

1/8/2019  
\_\_\_\_\_  
Date

[School of Dreams Academy] Grade Level Change amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

☐ APPROVED

☐ DENIED

\_\_\_\_\_  
Chair, Public Education Commission  
cc: School File

\_\_\_\_\_  
Date

STATE OF NEW MEXICO  
REGULATION AND LICENSING DEPARTMENT  
CONSTRUCTION INDUSTRIES DIVISION  
GENERAL CONSTRUCTION BUREAU

22562

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.  
✓ PERMANENT \_\_\_\_\_ TEMPORARY, \_\_\_\_\_ EXPIRATION DATE \_\_\_\_\_

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF  
OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

1000 Juan Perea Rd, Los Lunas, N.M.

BUILDING ADDRESS

Michael Ogas, SODA Charter, Los Lunas, N.M.

NAME AND ADDRESS OF OWNER

Jaynes Corp Lic # 4866

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

GenC 2016022725

BUILDING PERMIT NUMBER

Ron Hibner

INSPECTOR'S NAME

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

Gen Modular Sec D-X11

PORTION OF BUILDING

February 10, 2017

DATE

COMMENTS

# SCHOOL OF DREAMS ACADEMY GOVERNING COUNCIL

**January 8, 2019 5:30 pm\***

**906 Juan Perea Rd NE, Los Lunas, N.M.**



**(Draft only – agenda subject to change)**

*Notice: If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service, to attend or participate in the hearing or meeting, please contact the School of Dreams Academy Governing Council Office at (866-7632) at least one week prior to the meeting or as soon as possible. Agendas are available in the aforementioned office (906 Juan Perea Rd., Los Lunas, NM) 72 hours prior to the meeting.*

## **\*NOTICE**

**The School of Dreams Academy Governing Council will hold a meeting January 8, 2019. Public is welcome to attend.**

## **AGENDA**

-  **I. CALL TO ORDER**
- II. PLEDGE OF ALLEGIANCE**
- III. ANNOUNCEMENT OF MEETING**
- IV. APPROVAL OF AGENDA**
- V. APPROVAL OF MINUTES-11/13/18 & 12/04/18**
- VI. Founders' Report**
- VII. Superintendent's Report**
  
- VIII. ACTION ITEMS –**
  - a. Approval of the December 2018 check listing/budget report-\$519,029.68
  - b. Approval of the December 2018 revenue listing-\$ 486,197.74
  - c. Approval of NM Dash Plan
  - d. Approval of Charter Amendment
    - Grade Level Increase adding grades 5 & 6 for 2019/2020 SY
  - e. Approval of Lease Purchase Agreement
    - School of Dreams Academy & SODA Education Foundation
    - ~~School of Dreams Academy & Village of Los Lunas~~
  
-  **IX. ANNOUNCEMENT OF MEETING**  
**2/05/19 -Regular Meeting School of Dreams**
  
- X. ADJOURNMENT**

# SCHOOL OF DREAMS ACADEMY

## GOVERNING COUNCIL

### MINUTES January 8, 2018 - REGULAR MEETING

#### I. CALL TO ORDER

President Kathy Chavez called the meeting to order at 5:41 pm; at that time welcome all in attendance. Ms. Chavez stated it was nice to see staff here.

**Council Members in Attendance:** Kathy Chavez, President  
Catherine Smith  
Denise Romero

**Members Excused:** Kenny Griego  
Dr. David Schneider

**Others Present:** Mike Ogas  
Donna Jarvis

#### II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Donna Jarvis

#### III. ANNOUNCEMENT OF MEETING

Mr. Ogas stated the meeting had been announced in accordance with the Open Meetings Act {Pursuant to 10-15-1 H NMSA 1978 Annotated} and was a legal constituted meeting of The School of Dreams Academy Governing Council.

**IV. APPROVAL OF AGENDA** –Mr. Ogas recommended to approve the agenda for the January 8, 2019 President, Kathy Chavez requested a motion: Mr. Ogas asked that Action Item E - Approval of Lease Purchase Agreement. Second bullet – School of Dreams Academy & Village of Los Lunas be taken off. **Catherine Smith moved to approve the agenda as presented, seconded by Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

**V. APPROVAL OF MINUTES - November 13, 2018 and the December 4, 2018 – Regular Meetings** President, Kathy Chavez requested a motion to approve the minutes as stated: **Denise Romero moved to approve the agenda as presented, seconded by Catherine Chavez. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

#### VI. Discussion items

**Founders report / Superintendents report Ms. Chavez: turned over to Mr. Ogas –**

1. **Bon-fire / Matanza will be on Friday January 11, 2019 here at the school.  
We have invited the surrounding community to join us.**

## **VII. ACTION ITEMS**

- a. Approval of the September 2018 check listing/budget report - \$519,029.68
- b. Approval of the September 2018 revenue listing - \$486,197.74

**Mr. Mike Ogas made a motion to combine Action Item (a) and (b) together. Motion was approved by Denise Romero and Seconded by Catherine Smith. Then a Motion was made to approved Action Items (a) though (b). Motion was approved by Catherine Smith and Seconded by Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

- c. Approval of NM Dash Plan

**President, Kathy Chavez requested a motion for approval on Action Item (c). Motion was approved by Catherine Smith and Seconded by Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

- d. Approval of Charter Amendment – Grade Level Increase adding grades 5 & 6 for 2019-2020 SY

**President, Kathy Chavez requested a motion for approval on Action Item (d). Motion was approved by Catherine Smith and Seconded by Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

- e. Approval of Lease Purchase Agreement

- School of Dreams Academy & SODA Education Foundation
- School of Dreams Academy & Village of Los Lunas – This was taken off at the beginning of the meeting. During the Approval of Agenda.

**President, Kathy Chavez requested a motion for approval on Action Item (c). Motion was approved by Catherine Smith and Seconded by Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

## **IX. ANNOUNCEMENT OF MEETING**


The next meeting will be February 5, 2019 -Regular Meeting @ 5:30  
School of Dreams finance meeting @5:00

## **X. ADJOURNMENT**

President, Kathy Chavez requested a motion:

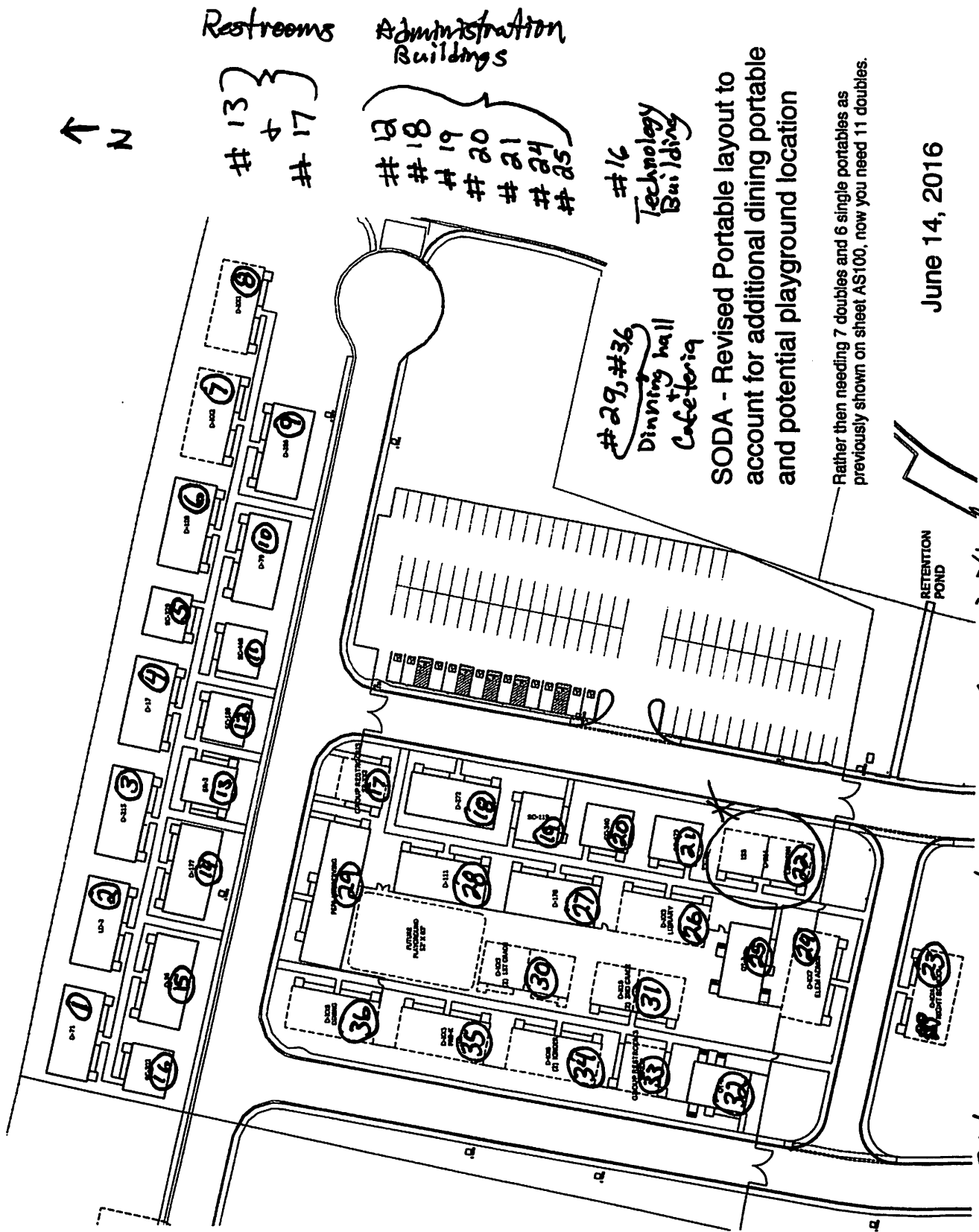
**Denise Romero moved to approve to adjourn @ 5:55 pm, seconded by Catherine Smith. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

Approved this 7.9.19 2019.  
Signed:

  
\_\_\_\_\_  
Kathy Chavez, President

Attest:  \_\_\_\_\_ dj





June 14, 2016

\* Bldg 22 = proposed rooms for initial 5<sup>th</sup> + 6<sup>th</sup> grades. Certification of occupancy are on file w/ CSD + PSFA.

**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

<b>Grade Level-5<sup>th</sup> Grade Math</b>		<b>Content Area - Math</b>	
<b>Course Title</b> (grades 9–12 Only)			
<b>Alignment to Educational Program</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and as amended.</i>	In this lesson, students will learn to extend their understanding of basic multiplication facts involving 10 to identify patterns in products when a number has been multiplied by different powers of 10. The math curriculum aligns to our STEAM model criteria.		
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	5.NBT.A.2 Explain patterns in the number of zeroes of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Teachers edition, manipulatives, lesson videos, math games and index cards		

Lesson (add as needed)	<b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	<b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	Build Understanding – What is the problem asking you to do? (Find the product of 10 and 10 and the product of 10 and 100)	MP.5 Use Appropriate Tools Strategically Students will use place value blocks or paper and pencil to solve
2	Ask Guiding Questions As Needed – What place-value block could you use to represent 10? To represent 100?	MP.5 Use Appropriate Tools Strategically Students select the proper place value blocks to be used
3	Share and Discuss Solutions – Start with students' solutions. Students can share the strategies used to solve the problems.	MP.5 Use Appropriate Tools Strategically Have students share the strategies used to solve the problems.
4	Extension – What is the product of 4 tens? 5 tens? What do you notice about the number of zeros in each product?	MP.5 Use Appropriate Tools Strategically Students will begin to see a pattern in the number of zeros.
S.A.	Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	3 summative assessments with rubrics attached.

**Summative Assessment Items and Scoring:**

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Name:  
5nbt1

Explain the relationship between the two 5's in the number 455,721.

Use what you know about place value to explain your answer.

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Teacher notes:

- I can show that each place value to the left is 10 times larger in a multi-digit number.
- I can show that each place value to the right is 10 times smaller in a multi-digit number.

The student's response should reflect an understanding of how a digit's position affects its value.

Students who only note the place value of the digits without explaining the relationship between the numbers may need further development in the standard.

<b>Not yet:</b> Student shows evidence of misunderstanding, incorrect concept or procedure		<b>Got It:</b> Student essentially understands the target concept.	
<b>Unsatisfactory: Little Accomplishment</b>	<b>Marginal: Partial Accomplishment</b>	<b>Proficient: Substantial Accomplishment</b>	<b>Excellent: Full Accomplishment</b>
The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but	Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not	Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that	Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can

Grade Level Change to Charter Amendment Request

little or no success. Further teaching is required.	understanding. Further teaching is required.	understanding is adequate to accomplish the objective with minimal assistance.	communicate ideas. May have minor errors that do not impact the mathematics.	
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Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65

Name \_\_\_\_\_  
5.NBT.1

Write an equation and solve the story problem below.

At the grocery store, 2 pounds of turkey costs \$21.64. How much would 20 pounds of turkey cost?

Name \_\_\_\_\_  
5.NBT.1

Write an equation and solve the story problem below.

At the grocery store, 2 pounds of turkey costs \$21.64. How much would 20 pounds of turkey cost?

Teacher notes:

- I can show that each place value to the left is 10 times larger in a multi-digit number.
- I can show that each place value to the right is 10 times smaller in a multi-digit number.

Students need to recognize that 20 pounds of turkey is 10 times more than 2 pounds of turkey or that 2 pounds is  $\frac{1}{10}$  of 20. Students can use their knowledge of our base-ten number system to multiply  $\$21.64 \times 10$ .

Students may extend their knowledge by explaining the pattern in the placement of the decimal point when a decimal is multiplied by a power of 10 (5.NBT.2)

<b>Not yet:</b> Student shows evidence of misunderstanding, incorrect concept or procedure		<b>Got It:</b> Student essentially understands the target concept.	
<b>Unsatisfactory:</b> <b>Little Accomplishment</b>	<b>Marginal:</b> <b>Partial Accomplishment</b>	<b>Proficient:</b> <b>Substantial Accomplishment</b>	<b>Excellent:</b> <b>Full Accomplishment</b>
The task is attempted and some mathematical effort is made. There may be fragments of	Part of the task is accomplished, but there is lack of evidence of understanding or	Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is	Strategy and execution meet the content, process, and qualitative demands of the task or concept.

### Grade Level Change to Charter Amendment Request

accomplishment but little or no success. Further teaching is required.	evidence of not understanding. Further teaching is required.	confident that understanding is adequate to accomplish the objective with minimal assistance.	Student can communicate ideas. May have minor errors that do not impact the mathematics.
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Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65

Name \_\_\_\_\_

5nbt1

1.) Write the number that is 10 times smaller than 100. \_\_\_\_\_

2.) Write the number that is 10 times smaller than 40. \_\_\_\_\_

3.) Write the number that is 10 times larger than 40. \_\_\_\_\_

Choose one the items above and explain your thinking.

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Name \_\_\_\_\_

5nbt1



1.) Write the number that is 10 times smaller than 100. \_\_\_\_\_

2.) Write the number that is 10 times smaller than 40. \_\_\_\_\_

3.) Write the number that is 10 times larger than 40. \_\_\_\_\_

Choose one the items above and explain your thinking.

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Teacher notes:

Student Learning Targets for this task include:

- I can show that each place value to the left is 10 times larger in a multi-digit number.
- I can show that each place value to the right is 10 times smaller in a multi-digit number.

Student should have an accurate representation of each statement with a developed explanation of the relationship between place values.

<b>Not yet:</b> Student shows evidence of misunderstanding, incorrect concept or procedure		<b>Got It:</b> Student essentially understands the target concept.	
<b>Unsatisfactory: Little Accomplishment</b>  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	<b>Marginal: Partial Accomplishment</b>  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	<b>Proficient: Substantial Accomplishment</b>  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	<b>Excellent: Full Accomplishment</b>  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65




**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

<b>Grade Level-5<sup>th</sup> Reading/Writing</b>		<b>Content Area –</b>	
<b>Course Title</b> (grades 9–12 Only)			
<b>Alignment to Educational Program</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and as amended.</i>	Students will be able to make inferences based on evidence when reading nonfiction/fiction texts. This curriculum aligns to our STEAM model criteria.		
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when making inferences from the text.		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Teachers edition, chart, nonfiction/fiction text samples (magazine, textbook, online article, informational books)		

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	<b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	Build Understanding – write the word “inference” on the board	Have students talk with an elbow partner about what the word means (think, pair, share).
2	Ask Guiding Questions – ask students to share the inference that they have. Ask them to share evidence.	Have students share their evidence.
3	Share and Discuss – use a “think aloud” to orally model how to use the text features to make inferences.	Have students use a “think aloud” with their partner.
4	Extension – use a chart to write each inference.	Record two inferences on the chart using the sentence starter “I think...” to write each inference and the starter “I understand” to write the evidence
S.A.	Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	Students will present the chart that they completed. They will present the information that they have read. They will take a test on inferences online.

**Summative Assessment Items and Scoring:**

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

 <b>I READ...</b>	 ...and I <b>THINK...</b>	 so now I <b>UNDERSTAND</b>
All the verses of let it go.	it's really a poem with a setting in the mountains and a kingdom of isolation	she is going to be all alone and she says she doesn't care.
for the second time	since she's totally free for the first time she is going to see how much magic she has in her and maybe some evil	she's had to be afraid of her power her whole life.

Score	Inference Rubric
6	<ul style="list-style-type: none"> <li>• Develops thoughtful predictions, interpretations, and/or conclusions about the text with depth and understanding</li> <li>• Identifies meanings, clues, and details that are not explicitly stated (inferred)</li> <li>• Includes connections between the text and the reader's background knowledge (schema) or ideas and belief</li> </ul>
5	<ul style="list-style-type: none"> <li>• May develop predictions, interpretations, and/or conclusions about the text</li> <li>• May identify meanings, clues, and/or details that are not explicitly stated (inferred)</li> <li>• Includes connections between the text and the reader's background knowledge (schema) or ideas and beliefs</li> </ul>
4	<ul style="list-style-type: none"> <li>• Makes a prediction and/or draws a conclusion about the text</li> <li>• Includes details that are not explicitly stated</li> <li>• Includes a connection between the text or the reader's background knowledge (schema)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Makes a prediction or draws a conclusion about the text</li> <li>• May include details that are not explicitly stated</li> <li>• May include details, predictions, or conclusions that are inaccurate or unsubstantiated based on text information</li> </ul>
2	<ul style="list-style-type: none"> <li>• Attempts to make a prediction or draw a conclusion about the text</li> <li>• Includes some inaccuracies such as details, conclusions, or predictions that are inaccurate or unsubstantiated based on text information</li> </ul>
1	<ul style="list-style-type: none"> <li>• No evidence of inference (making a prediction, interpreting information or drawing a conclusion) about the text</li> <li>• Conveys a minimum amount of information about the text</li> <li>• May include information that is off topic</li> </ul>

Name: \_\_\_\_\_ Score: \_\_\_\_\_

**Oral Presentation Rubric**

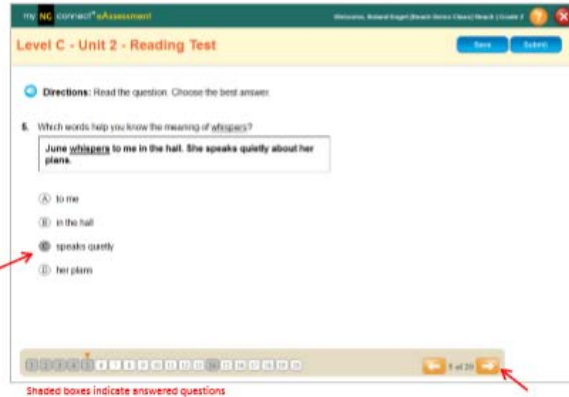
	4—Excellent	3—Good	2—Fair	1—Needs Improvement
<b>Delivery</b>	<ul style="list-style-type: none"> <li>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of direct eye contact with audience, but still returns to notes</li> <li>Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>Holds no eye contact with audience, as entire report is read from notes</li> <li>Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
<b>Content/ Organization</b>	<ul style="list-style-type: none"> <li>Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Is at ease with expected answers to all questions, without elaboration</li> <li>Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; Includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; Includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>Does not have grasp of information and cannot answer questions about subject</li> <li>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm/ Audience Awareness</b>	<ul style="list-style-type: none"> <li>Demonstrates strong enthusiasm about topic during entire presentation</li> <li>Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>Shows some enthusiastic feelings about topic</li> <li>Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or mixed feelings about the topic being presented</li> <li>Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>Shows no interest in topic presented</li> <li>Fails to increase audience understanding of knowledge of topic</li> </ul>
<b>Comments</b>				

## Grade Level Change to Charter Amendment Request

3. Click **Start** to begin your assigned test.



4. Click a letter to select your answer. Then click the forward arrow in the orange box to save your response and go to the next question.



\*Summative assessment for 5<sup>th</sup> grade reading and writing through National Geographic Curriculum website which is the curriculum we will be adopting for 5<sup>th</sup> grade.



**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

<b>Grade Level-6<sup>th</sup> Grade Read.-Writ.</b>		<b>Content Area -</b>	
<b>Course Title</b> (grades 9–12 Only)			
<b>Alignment to Educational Program</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and as amended.</i>	After writing their memoirs, students will identify traits found in memoirs. This criteria aligns to our STEAM model criteria.		
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	R.L. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Teacher edition, power point on “commonly made mistakes”, worksheet – “Traits of a Memoir”, in class model/partner work.		

Lesson (add as needed)	<b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	<b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	Build Understanding – highlight misconceptions, review previous lesson	Review previous lesson and common misconceptions.
2	Ask Guiding Questions – ask students what mistakes they have made.	Students correct mistakes and continue working.
3	Share and Discuss – what misconception did each student have?	Share and discuss with elbow partner.
4	Extension – students continue working on memoir	Students will continue to work/complete their memoir.
S.A.	Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	Students will complete a memoir/project. Students will conduct a presentation. Online summative assessment.

**Summative Assessment Items and Scoring:**

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

My old city and my new country are worlds apart. There are things that are the same and some other things that are really different. First, I will talk about all the things that are the same and then I'll talk about the things that are different between these two places.

First, there are many things that are similar between these two places. One of the things that is the same is that we both have people that are black and white. But my new country also has more people from different countries as well. In my old city we had a lot of parks. There were fields where kids could play soccer and hang out. Here there are a lot of parks too although some of these ones have newer playground areas. Both places also have schools. The buildings look similar from the outside but the inside and how the school is organized and taught is completely different.

Next, there are a few differences including the houses, transportation and friendship. The houses in my old city are in blocks and are square or rectangle shaped. The houses are attached in rows or apartment buildings. While here in Canada they can be any shape and attached or unattached.

Another difference is the transportation system. Passenger trains run all the time and go between most cities. There is a busy metro and bus system in the city too that runs all day and all night. Whereas here in Canada, there are mostly cargo trains between cities. More people use cars here to get around because the metro and bus system don't go to as many places or run all day and all night. For example my brother needs to buy a car because there is no bus that runs at night to where he works. Another interesting thing is in my old city I walked to school but here I take a yellow school bus. There are no yellow school buses in my old city.

The last thing that is different is about my friends. In my old city I had lots of friends that lived nearby. We walked to school together and played soccer together at the park. Here I have one friend who speaks my language. A friend of my mom's has a son who is my age. We play soccer and talk in our language which is cool. Now I have to make some new friends at school.

Finally, that is all of the things that are the same and different between my old city and Canada. Even though I miss my old city I like living in this new one.

## Memoir Writing Rubric

Criteria	4	3	2	1
Memorable Moment	Memoir focuses on a single moment that seems significant to the author's life.	Memoir focuses on a single moment that seems kind of significant to the author's life.	Memoir focuses on a single moment that does not seem significant to the author's life.	Author does not seem to be aware of the significance of the moment.
Structure -Events before	Author clearly "shows" attitudes and feelings numerous times through the thoughts, action and dialogue of the characters.	Author's attitudes and feelings before are evident & occur numerous times through the thoughts and actions of the character.	Direct statements indicate the author's feelings and attitudes and/or some events are not necessarily significant.	Memoir includes irrelevant events that cause the reader confusion in trying to determine the before feelings and attitudes.
Structure - Events after	The memoir clearly "shows" how the learning changed the author's life.	Although word choice does not always "show", it is clear to the reader how the learning changed the author's life.	Change is evident; but is "told" to the reader through direct statements.	Memoir includes irrelevant events that cause confusion when noticing the change in the author's life.
Style & Technique	Author consistently "shows" the significance of the events through engaging details, compelling language, and a balance of action, thoughts, and dialogue.	Author sometimes "shows" the significance of the events through details, compelling language, and a balance of action, thoughts, and dialogue.	Author "tells" the significance of the events through direct statements.	No effort is made to reveal the significance of the events to the reader.
Format	Memoir is neatly done and published in an appropriate and attractive format and could be used as a model for others.	Memoir is neatly done and published in an appropriate format.	Format of memoir may or may not be appropriate. Memoir may or may not be neat.	Format of memoir is not appropriate and piece is not published neatly.
Conventions	Memoir is error-free.	Memoir contains minimal mistakes that do not interfere with meaning.	Numerous minor errors often make memoir difficult to read.	Many errors in spelling, capitalization, and punctuation often interfere with meaning.

Name \_\_\_\_\_

Score \_\_\_\_\_

Comments:

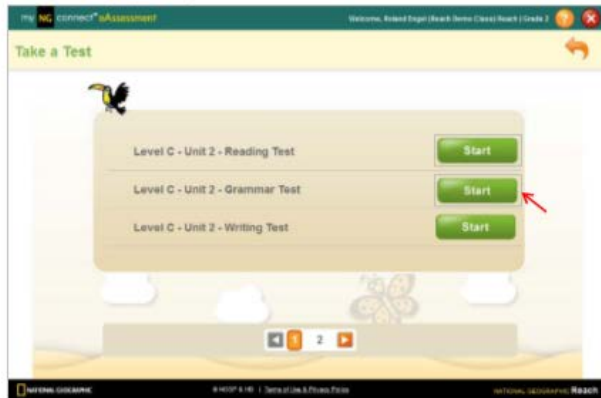
Name: \_\_\_\_\_ Score: \_\_\_\_\_

**Oral Presentation Rubric**

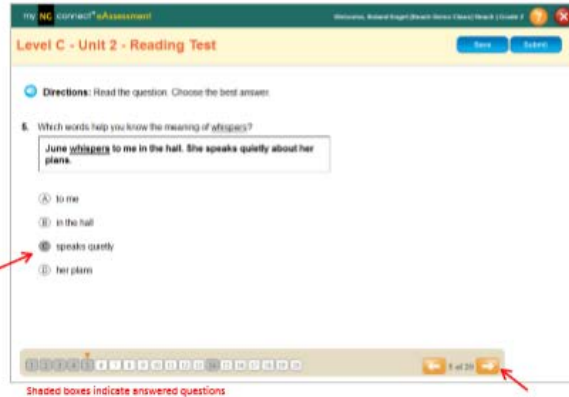
	4—Excellent	3—Good	2—Fair	1—Needs Improvement
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
<b>Content/ Organization</b>	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; Includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; Includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm/ Audience Awareness</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>
<b>Comments</b>				

## Grade Level Change to Charter Amendment Request

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4. Click a letter to select your answer. Then click the forward arrow in the orange box to save your response and go to the next question.



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**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

<b>Grade Level-6<sup>th</sup> Grade</b>		<b>Content Area - Math</b>	
<b>Course Title</b> (grades 9–12 Only)			
<b>Alignment to Educational Program</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and as amended.</i>	In this lesson, students will learn to extend their understanding of exponents. The math curriculum aligns to our STEAM model criteria.		
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>	6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.		
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Teachers edition, manipulatives, lesson videos, math games		



Lesson (add as needed)	<b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	<b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	Build Understanding – What is Representing Exponential Form as Repeated Multiplication?	MP.1 Make Sense of Problems and Persevere in Solving Them Students will use prior knowledge of multiplication to understand exponents.
2	Ask Guided Questions as Needed – How do you represent exponential form as repeated multiplication?	MP.1 Make Sense of Problems and Persevere in Solving Them Students will model repeated multiplication in order to understand exponents.
3	Share and Discuss Solutions – Start with students' solutions. Students can share the strategies used to solve the problems.	MP.1 Make Sense of Problems and Persevere in Solving Them Students will share their solutions with an elbow partner.
4	Extension – Review Exponent Rules and Problems	MP.1 Make Sense of Problems and Persevere in Solving Them Students will discuss/share exponent rules and problems.
S.A.	Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	3 summative assessments attached with rubrics.

**Summative Assessment Items and Scoring:**

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.



Name: \_\_\_\_\_ Date: \_\_\_\_\_



The chart shows expressions that students wrote in math class.

Jake	$20 + 5^2 + 3$
Liz	$56 - 4^2$
Ryan	$2^3 \times 6$
Kim	$2^2 \times 8$

Justify your answer with pictures, numbers, or words.

What two expressions are equivalent to each other?

Write a new expression that is equivalent to these expressions using an exponent:

Teacher notes:

Student learning targets for this task may include:

- I can write numerical expressions.
- I can evaluate numerical expressions using exponents

<b>Not yet:</b> Student shows evidence of misunderstanding, incorrect concept or procedure		<b>Got It:</b> Student essentially understands the target concept.	
<b>Unsatisfactory: Little Accomplishment</b>  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	<b>Marginal: Partial Accomplishment</b>  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	<b>Proficient: Substantial Accomplishment</b>  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	<b>Excellent: Full Accomplishment</b>  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
6.EE.1



The expression  $63 \times 42$  is equivalent to which of the following numerical expressions?

**A**  $18 \times 8$

**B**  $(6 \times 4)5$

**C**  $246 \times 10$

**D**  $216 \times 16$

**E**  $3^2 \times 294$

How do you know if the expressions are equivalent?

Teacher notes:

Student learning targets for this task may include:

- I can write numerical expressions.
- I can evaluate numerical expressions.

<b>Not yet:</b> Student shows evidence of misunderstanding, incorrect concept or procedure		<b>Got It:</b> Student essentially understands the target concept.	
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

6.EE.1

Evaluate each expression if  $a = 5$ ,  $b = 7$ , and  $c = 10$ .



$$32 + c^2 \div 2 = \underline{\hspace{2cm}} \qquad (a^3 + 3) \times (c \div a) = \underline{\hspace{2cm}}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

6.EE.1

Evaluate each expression if  $a = 5$ ,  $b = 7$ , and  $c = 10$ .



$$32 + c^2 \div 2 = \underline{\hspace{2cm}} \qquad (a^3 + 3) \times (c \div a) = \underline{\hspace{2cm}}$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

6.EE.1

Evaluate each expression if  $a = 5$ ,  $b = 7$ , and  $c = 10$ .



$$32 + c^2 \div 2 = \underline{\hspace{2cm}} \qquad (a^3 + 3) \times (c \div a) = \underline{\hspace{2cm}}$$

Teacher notes:

Student learning targets for this task may include:

- I can write numerical expressions.
- I can evaluate numerical expressions.

<b>Not yet:</b> Student shows evidence of misunderstanding, incorrect concept or procedure		<b>Got It:</b> Student essentially understands the target concept.	
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#### Grade Level Change to Charter Amendment Request

		objective with minimal assistance.	
Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65			