Final Posting: Monday, June 26, 2023 at 4:00 pm

SPECIAL PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

Leadership and Professional Development Center
701 W Wetmore Road
Tucson, AZ 85705

Tuesday, June 27, 2023

5:30 PM
(Doors open 30 minutes prior to the start of the meeting)

AMPHITHEATER PUBLIC SCHOOLS

MISSION

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Believe

- ***All students can learn and achieve.***
- ***Everyone has unique strengths, talents, and needs.***
- ***All students and staff should be responsible for and dedicated to educational excellence.***
- ***Education requires cooperation, honesty, and respect among the students, parents, staff, school, and community.***
- ***The school community deserves a safe and caring environment.***
- ***Our actions reflect our values and our dedication to meeting student needs fairly and equitably.***
- ***Ample resources are essential to accomplish the Mission.***

We Value

achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

AGENDA*

As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference.

Persons present at the Board meeting may complete a form requesting to speak to the Board. Individuals who wish to address the Board in-person during Call to the Audience should fill out a public comment card and hand it to the Governing Board Secretary located in the main hallway of the Leadership and Professional Development Center. All comments are limited to 3 minutes to ensure an equitable opportunity to address the Board. In addition, to ensure adequate time is available for other Governing Board business, a maximum time limit for Public Comment will be observed. Those unable to speak within the specified time limits may also submit comments to the Board in writing.

* The Governing Board may meet in an executive session concerning any item on this agenda for purpose of consultation with legal counsel, pursuant to A.R.S. § 38-431.03(A)(3). Rules of Order that apply to Governing Board meetings may be suspended by a vote of the majority of the Board. One or more Governing Board members may attend by electronic means.

[1] Persons interested in addressing the Governing Board must complete and submit a form available from the Governing Board secretary. Procedures for addressing the Board are outlined on the form.
[2] Information items are for discussion only; no action will be taken.
[3] Details are available in the offices of the Associate Superintendents and Chief Financial Officer.
[4] Study session items are for discussion only; no action will be taken.

1. **CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER**
   Ms. Deanna M. Day, M. Ed., President

2. **PLEDGE OF ALLEGIANCE**

3. **ANNOUNCEMENT OF DATE AND PLACE OF NEXT REGULAR GOVERNING BOARD MEETING**
   Tuesday, July 11, 2023 at 6:00 p.m., Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705
   in the Leadership & Professional Development Center, SE Entrance and Parking

4. **PUBLIC COMMENT**[1] (30 Minutes Maximum)

5. **CONSENT AGENDA**[3]

6. **STUDY**[4]

7. **STUDY/ACTION**

8. **PUBLIC COMMENT**[1] (30 Minutes Maximum)

9. **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**

10. **ADJOURNMENT**

In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The

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public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Governing Board office: (520) 696-5158.

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AMPHITHEATER
Public Schools

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 27, 2023**

TITLE: **Approval of Appointment of Non-Administrative Personnel**

BACKGROUND:
Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of June 26, 2023.

RECOMMENDATION:
It is the recommendation of the Administration that the appointment(s) be approved as presented.

INITIATED BY:

Michelle H. Tong, J.D., Associate to the Superintendent **Date: June 26, 2023**

Todd A. Jaeger, J.D., Superintendent

6/27/2023

GOVERNING BOARD MEETING APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Garcia	Christopher	Counselor	CT-PR	Wilson K-8 School			Rehire		*
Bowden	Gary	Teacher - Grade 5	CT	Nash Elementary	CTT-MA	6 years	Replacement	Dr. Becerra	*
Fischer	Lauren	Teacher - STEM (Elementary)	CT	Prince Elementary	CTT-BA	0 years	Replacement	Ms. Sheber	*
Lovins	Rachel	Teacher - Special Education Reso	CT	Ironwood Ridge High	CTT-BA	5 years	Replacement	Dr. Jenkins	*
Lovins	Rachel	Teacher - Choir	CT	Ironwood Ridge High	CTT-BA	5 years	Replacement	Dr. Jenkins	*
Priest	Madison	Teacher - STEM (Engineering)	CT	Wilson K-8 School	CTT-MA+	4 years	Replacement	Ms. Sullivan	*
Priest	Madison	Teacher - General Science	CT	Wilson K-8 School	CTT-MA+	4 years	Replacement	Ms. Sullivan	*
Rodriguez	Sophia	Teacher - P. E.	CT	Wilson K-8 School	CTT-BA	0 years	Replacement	Ms. Sullivan	*
Finfrock	Dale	Bus Driver	CL-RET	Transportation			Rehire		* $18.46 per hour
Gutierrez	Sharon	Bus Driver	CL-RET	Transportation			Rehire		* $24.35 per hour
Molina	Elsa	Custodian I	CL-RET	CDO High School			Rehire		*$15.15 per hour
Rogan	James	Campus Monitor	CL-RET	Mesa Verde Elementary			Rehire		*$15.56 per hour
Cole	Phillip	Custodian I	CL	Ironwood Ridge High	2	0 years	Replacement	Dr. Jenkins	
Conway	Micki	Bus Driver	CL	Transportation	11	5+ years	Replacement	Ms. Frye-George	*
Enriquez	Vladimir	Attendance Clerk	CL	CDO High School			Rehire		*
Gaspari	Tracy	Attendance Clerk	CL	Wilson K-8 School	2	5+ years	Replacement	Ms. Sullivan	
Hebert	David	Custodian I	CL	Wilson K-8 School	2	0 years	Replacement	Ms. Sullivan	
Lavery	Veronica	HR Specialist	CL	Wetmore Center			Rescind		*
Myers	Crystal	Elementary School Health Aide	CL	Donaldson Elementary			Rehire		*
Robison	Julia	Preschool Aide/Caregiver	CL	CDO High School			Rehire		*
Russell	Carolyn	Preschool Instructional Specialist	CL	CDO High School	5	5 years	Replacement	Ms. Bulleigh	*
Wilson	Larry	Custodian I	CL	Ironwood Ridge High	2	5 years	Replacement	Dr. Jenkins	
Zaldivar	Christine	Bus Driver Trainee	CL	Transportation	1	0 years	Replacement	Ms. Frye-George	

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*	2023-2024 School Year
Addendum	Former employee or new hire receiving extra-curricular position
New	New hire filling a newly created position
Rehire	Former employee returning to a position in the district
Replacement	New hire filling a vacated position
Rescind	Declined position after appointment

HSP	High School Principal
MSP	Middle School Principal
ESP	Elementary School Principal
HSA	High School Assistant Principal
MSA	Assistant Middle School Principal
ESA	Elementary Assistant Principal
SAS	Support Administrator

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ADCL	Addendum Classified
ADACS	Addendum Amphi Community Schools
ADDM	Addendum Only
CT-AD	Certified Administrative
CT	Certified
CL-AD	Classified Administrative
CL	Classified
PR	Professional
ASW	Student Worker

GOVERNING BOARD MEETING
APPOINTMENTS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
McQueen	Bradley	ADDN - Summer School Teacher I	ADDM	Painted Sky Elementary			Replacement		$2,866.50
Wheatley	Jessica	ADDN - Summer School Preschoc	ADCT	CDO High School			Addendum		$7,056.00
Marquez	Patricia R	Special Events Worker	ADCL	CDO High School			Rehire		*$13.85 per hour

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06/27/23
GOVERNING BOARD MEETING
APPOINTMENTS

SUBSTITUTES

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Clees	Erin		CT		06/14/2023	
Jean	Katrina		CT		06/12/2023	
Kaneda	Yoko		CT		06/15/2023	
Rea	Veronica		CT		06/07/2023	
Swarbrick	Bonnie		CT		06/15/2023	
Joyce	Marcia		CL		06/07/2023	

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AD Administrative
PR Professional
CT Certified
CL Classified

AMPHITHEATER
Public Schools

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 27, 2023**

TITLE: **Approval of Personnel Changes**

BACKGROUND:
Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of June 26, 2023.

In addition, this agenda item provides the following revised job descriptions for consideration and approval by the Governing Board:

DIRECTOR OF HUMAN RESOURCES
SCIENCE/STEM CURRICULUM COORDINATOR (9-12)

RECOMMENDATION:
It is the recommendation of the Administration that the personnel changes be approved as presented.

INITIATED BY:

Michelle H. Tong, J.D., Associate to the Superintendent **Date: June 26, 2023**

Todd A. Jaeger, J.D., Superintendent

6/27/2023

GOVERNING BOARD MEETING
PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Alvarez	Kristen	School Improvement Specialist	CT-PR	Nash Elementary	Promotion			*+$4,903.66
Moran	Kimberly	Special Education Coordinator	CT-PR	Wetmore Center	Promotion	PR EX	+$21,524.72	*
Beca	Gina	Teacher - Art	CT	CDO High School	Increase FTE			*+0.2 FTE
Larkin	Jennifer	Teacher - Preschool Director	CT	Coronado K-8 School	Transfer			*
Lipich	Brande	Teacher - Special Education Prescho	CT	Rillito Center	Transfer			*
Murrell	Marley	Teacher - Mathematics	CT	Amphi High School	Salary Level Change	CTT-MA	+$2,000.25	*
Novinski	Garrett	Teacher - P. E.	CT	Wilson K-8 School	Increase FTE			+0.1667 FTE
Spencer	Dawna	Teacher - Cross Categorical Classroc	CT	Wilson K-8 School	Transfer			*
Tarquin	Kathy	Teacher - Cross Categorical Classroc	CT	Wilson K-8 School	Promotion	CTT-BA	6 years	*
Maxwell	Annie	School Nurse	CL-PR	Health Services Admin	Transfer		N/A	*
Hastings	John	Director of Human Resources	CL-AD	Wetmore Center	Reassignment	CAB	+$14,314.16	*
Valenzuela	Michelle	Director of Communications	CL-AD	Wetmore Center	Equity Adjustment	CAB	+$3,500.00	*
Campbell	Kevin	Instructional Technology Specialist	CL	Nash Elementary	Additional Position			*
Campbell	Kevin	Instructional Technology Specialist	CL	Nash Elementary	Transfer			*
Cruz	Kristy	Special Education Teaching Assistan	CL	Rillito Center	Transfer			*
Imbody	Louise	Special Education Teaching Assistan	CL	Mesa Verde Elementary	Transfer			*
Kirfman	Jessica	Campus Monitor	CL	Walker Elementary	Additional Position	1	5 years	*
Kirfman	Jessica	Preschool Aide/Caregiver	CL	Walker Elementary	Transfer	1	<$0.15>	*
Solorzano	Danielle	Behavioral Intervention Monitor	CL	Wilson K-8 School	Transfer			*
Altemara-Arnold	Sara	ADDN - CTSO Stipend HS	ADCT	CDO High School	Addendum			$750.00
Arviso	Victoria	ADDN - Summer School Preschool T	ADCT	Walker Elementary	Addendum			*$2,352.00
Basye	Jody	Coach - Football Assistant HS	ADCT	CDO High School	Addendum			*$2,500.00

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*	2023-2024 School Year
Addendum	Employee receiving extra-curricular position or stipend
Added Duty	Employee working additional hours or days
Additional Position	Employee working an additional position
Correction	Correction to contract
Decrease FTE	Decrease in hours
Extension	End date being extended
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GOVERNING BOARD MEETING
PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Berrigan	Morgan	Teacher - Biology	ADCT	Amphi High School	Added Duty			*$8,825.30
Byrnes	Melani	ADDN - Extra Hours	ADCT	Rillito Center	Added Duty			$62.29 per hour
Callahan	Melissa	ADDN - Summer School Preschool T	ADCT	Nash Elementary	Addendum			*$2,352.00
Campbell	Ondrea	ADDN - School Support Team	ADCT	Amphi Middle School	Addendum			$20.00 per hour
Carlson	Joanne	Teacher - Academic Intervention	ADCT	Wilson K-8 School	Added Duty			*$10,312.49
Carter	Beth	Coach - 3rd Q. Interscholastic Superv	ADCT	Cross Middle School	Addendum			$500.00
Carter	Beth	Coach - 2nd Q. Interscholastic Super	ADCT	Cross Middle School	Addendum			$500.00
Claus	Katherine	ADDN - Percussion HS	ADCT	Amphi High School	Addendum			*$1,250.00
Claus	Katherine	ADDN - Band Director HS	ADCT	Amphi High School	Addendum			*$3,050.00
Claus	Katherine	ADDN - Drama HS	ADCT	Amphi High School	Addendum			*$2,250.00
Cypert	Jacob	ADDN - Summer School Lead Teach	ADCT	Ironwood Ridge High	Addendum			$6,972.00
Davis	Rachel	Coach - Volleyball Assistant MS	ADCT	Coronado K-8 School	Addendum			$1,400.00
Davis	Shelby	ADDN - Summer School Teacher EL	ADCT	Rio Vista Elementary	Correction			Number of weeks worked
De La Rocha	Natalia	ADDN - Student Council EL	ADCT	Walker Elementary	Addendum			*$950.00
Dotts	John	Teacher - General Science	ADCT	Amphi High School	Added Duty			*$9,332.22
Dowell	Jessica	Coach - Volleyball Assistant MS	ADCT	Cross Middle School	Addendum			$1,400.00
Engel	Katherine	DH - ESL HS	ADCT	Amphi High School	Addendum			*$3,350.00
Gerard	Michelle	ADDN - Summer Weights	ADCT	CDO High School	Addendum			$746.82
Golden	Brande	ADDN - Summer School Preschool T	ADCT	CDO High School	Addendum			*$2,352.00
Gonzalez	Gabriela	ADDN - Summer School Teacher EL	ADCT	Prince Elementary	Rescind			Not working summer school
Gran	Jennifer	ADDN - Extra Hours	ADCT	Rillito Center	Added Duty			$39.04 per hour
Harding	Kevin	DH - CTE HS	ADCT	Amphi High School	Addendum			*$3,350.00
Haverty	Matthew	DH - Science HS	ADCT	Amphi High School	Addendum			*$3,350.00
Hitchye	Jordan	Coach - Football Assistant HS	ADCT	CDO High School	Addendum			*$2,500.00

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GOVERNING BOARD MEETING
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Hooton	Rose	ADDN - Extra Hours	ADCT	Federal/State Programs	Addendum			$26.84 per hour
Hurley	Benjamin	DH - Physical Education HS	ADCT	Amphi High School	Addendum			*$3,350.00
Impelluso	Sonja	ADDN - Musical Assistant Director H:	ADCT	Amphi High School	Addendum			*$1,696.00
Impelluso	Sonya	ADDN - Vocal Music HS	ADCT	Amphi High School	Addendum			*$1,950.00
Impelluso	Sonya	ADDN - Orchestra HS	ADCT	Amphi High School	Addendum			*$1,950.00
Imprelluso	Sonya	DH - Fine Arts HS	ADCT	Amphi High School	Addendum			*$3,350.00
Kipley	Kayla	Teacher - Special Education Resourc	ADCT	Amphi High School	Added Duty			*$9,332.22
Kipley	Kayla	ADDN - Student Government HS	ADCT	Amphi High School	Addendum			*$1,750.00
LaRock	Angela	ADDN - Academic Assistant EL	ADCT	Walker Elementary	Addendum			*$700.00
Larson	Lisa	Coach - Volleyball Assistant MS	ADCT	Wilson K-8 School	Addendum			$1,400.00
Lise	Ronald	ADDN - Technology Coach HS	ADCT	Amphi High School	Addendum			*$1,550.00
Luciano	Susan	ADDN - Technology Coach EL	ADCT	Walker Elementary	Addendum			*$1,550.00
Miller	Vanessa	ADDN - AVID Site Team Coordinator	ADCT	Walker Elementary	Addendum			*$1,500.00
Morabito	Rachel	ADDN - Summer School Classroom /	ADCT	Mesa Verde Elementary	Addendum			$14.15 per hour
Murrell	Marley	ADDN - Flags Coach HS	ADCT	Amphi High School	Addendum			$1,250.00
Novinski	Garrett	Teacher - Adaptive P.E.	ADCT	Wilson K-8 School	Added Duty			*$9,343.67
Peace	Dustin	Coach - Football Head HS	ADCT	CDO High School	Addendum			*$3,800.00
Piancino	Hailey	Coach - Volleyball Assistant MS	ADCT	Cross Middle School	Addendum			$1,400.00
Powell	Matthew	ADDN - Athletic Equipment Tech.	ADCT	CDO High School	Addendum			*$1,850.00
Powell	Matthew	Coach - Football Assistant HS	ADCT	CDO High School	Addendum			*$2,500.00
Randall	Lesa	ADDN - Yearbook HS	ADCT	Amphi High School	Addendum			*$1,850.00
Rossi	Eric	Coach - Football Assistant HS	ADCT	CDO High School	Addendum			*$2,500.00
Russell	Cynthia	ADDN - Academic Assistant EL	ADCT	Walker Elementary	Addendum			*$700.00
Smith	Lucas	DH - Mathematics HS	ADCT	Amphi High School	Addendum			*$3,350.00

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GOVERNING BOARD MEETING
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Smith	Shawn	DH - Social Studies HS	ADCT	Amphi High School	Addendum			*$3,350.00
Steiner	Jake	ADDN - Interscholastic Activities Mgr	ADCT	CDO High School	Addendum			*$2,850.00
Summons	Sjana	DH - Foreign Language HS	ADCT	Amphi High School	Addendum			*$3,350.00
Tarquin	Kathy	ADDN - Summer School Preschool T	ADCT	Donaldson Elementary	Addendum			*$2,352.00
Taylor	Mickella	ADDN - Summer School Teacher EL	ADCT	Nash Elementary	Addendum			$441.00
Thornburg	Ryan	DH - English HS	ADCT	Amphi High School	Addendum			*$3,350.00
Tuo	Alexis	ADDN - Odyssey of the Mind	ADCT	Walker Elementary	Addendum			$1,200.00
Tuo	Alexis	ADDN - Dyslexia Training Designee	ADCT	Walker Elementary	Addendum			*$3,350.00
Velasquez	Jeanne	Teacher - Early Childhood Education	ADCT	Amphi High School	Added Duty			*$8,626.48
Watkins	Brent	Coach - Golf HS	ADCT	CDO High School	Addendum			*$2,600.00
Watson	David J	Teacher - P. E.	ADCT	Amphi High School	Added Duty			*$10,567.50
Wheatley	Jessica	ADDN - Summer School Preschool T	ADCT	CDO High School	Addendum			*$2,352.00
Willis	Maria	DH - Counseling HS	ADCT	Amphi High School	Addendum			*$3,350.00
Aguirre	Adilene	ADDN - Summer School Preschool A	ADCL	Nash Elementary	Addendum			*$14.56 per hour
Alvarado	Elsa	Special Events Worker	ADCL	CDO High School	Addendum			*$13.85 per hour
Blauser	Devonne	ADDN - Extra Hours	ADCL	Transportation	Added Duty			$22.61 per hour
Campbell	Kevin	ADDN - Extra Hours	ADCL	Nash Elementary	Added Duty			*$14.30 per hour
Cruz	Kristy	ADDN - Summer School Instructiona	ADCL	Holaway Elementary	Addendum			$14.00 per hour
Darnell	Amanda	ADDN - Summer School Preschool A	ADCL	Walker Elementary	Addendum			$14.00 per hour
Darnell	Amanda	ADDN - Summer School Preschool A	ADCL	Walker Elementary	Addendum			*$14.00 per hour
Drake	Tiffany	Special Events Worker	ADCL	CDO High School	Addendum			*$13.85 per hour
Frankenberg	Viviana	ADDN - Summer School Preschool A	ADCL	Walker Elementary	Addendum			*$15.48 per hour
Gonzalez	Patricia	ADDN - Summer School Preschool A	ADCL	Nash Elementary	Addendum			*$15.31 per hour
Hakes	Jacquelen	ADDN - Summer School Instructiona	ADCL	Holaway Elementary	Addendum			$14.00 per hour

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GOVERNING BOARD MEETING
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Honomichi	Erika	ADDN - Summer School Classroom /	ADCL	Mesa Verde Elementary	Addendum			$14.15 per hour
Ibarra De Cortes	Marcela	Special Events Worker	ADCL	CDO High School	Addendum			*$13.85 per hour
Johnson	Karri	Special Events Worker	ADCL	CDO High School	Addendum			*$13.85 per hour
Limon Ortega	Miriam	ADDN - Summer School Preschool A	ADCL	Nash Elementary	Addendum			*$15.24 per hour
Martinez	Susanna	Special Events Worker	ADCL	CDO High School	Addendum			*$13.85 per hour
McGann	Bonny	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			*$19.01 per hour
Moody	Dora	ADDN - Extra Hours	ADCL	Transportation	Added Duty			$19.08 per hour
Olen	Laura	ADDN - Summer School Preschool A	ADCL	Nash Elementary	Addendum			*$14.56 per hour
Ousley	Phoenix	ADDN - Summer School IT Specialis	ADCL	Amphi Middle School	Addendum			$15.79 per hour
Payne	Tanya	Special Events Worker	ADCL	Amphi High School	Addendum			$13.85 per hour
Quimby-Greene	Stephanie	ADDN - Extra Hours	ADCL	Rio Vista Elementary	Added Duty			$20.40 per hour
Robison	Julia	ADDN - Summer School Preschool A	ADCL	CDO High School	Addendum			*$14.00 per hour
Rodarte	Nora	ADDN - Summer School Preschool A	ADCL	Walker Elementary	Addendum			*$14.00 per hour
Schneider	Aitza	Special Events Worker	ADCL	CDO High School	Addendum			*$13.85 per hour
Sena	John	ADDN - Extra Hours	ADCL	Transportation	Added Duty			$19.63 per hour
Shields	Donna	ADDN - Summer School Preschool A	ADCL	Nash Elementary	Addendum			*$15.29 per hour
Slaton	Stephanie	Special Events Worker	ADCL	CDO High School	Addendum			*$13.85 per hour
Strang	Alecia	Special Events Worker	ADCL	CDO High School	Addendum			*$13.85 per hour
Taylor	Miriah	ADDN - Summer School Preschool A	ADCL	CDO High School	Addendum			*$14.00 per hour
Villa Felix	Grecia	ADDN - Summer School Instructiona	ADCL	Holaway Elementary	Addendum			$14.00 per hour
Welchert	Heather	ADDN - Summer School Crossing Gu	ADCL	Keeling Elementary	Addendum			$14.00 per hour
Winkel	Cheryl	ADDN - Extra Hours	ADCL	Ironwood Ridge High	Added Duty			*$15.71 per hour

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*	2023-2024 School Year
Addendum	Employee receiving extra-curricular position or stipend
Added Duty	Employee working additional hours or days
Additional Position	Employee working an additional position
Correction	Correction to contract
Decrease FTE	Decrease in hours
Extension	End date being extended
Increase FTE	Increase in hours/contract
Promotion	Employee receiving a promotion to another position
Reassignment	Employee moving to another position at the direction of the administration
Status Change	Employee changing status (i.e. short term to career)
Temporary	Employee working for a limited period of time
Transfer	Employee moving from one position to another

ADCT	Addendum Certified
ADCL	Addendum Classified
ADACS	Addendum Amphi Community Schools
CT-AD	Certified Administrative
CT	Certified
CL-AD	Classified Administrative
CL	Classified
PR	Professional
EL	Elementary
MS	Middle School
HS	High School

FLSA: Exempt
Cabinet
June 2023

DIRECTOR OF HUMAN RESOURCES

QUALIFICATIONS

A. REQUIRED

- Bachelor's degree in Human Resources, Business, Public Administration, Educational Administration or related field
- Two years of related work experience
- Previous supervisory experience
- Two years of experience and working knowledge of computer applications, including word processing, spreadsheets, databases, and networked systems

B. DESIRED

- Previous Human Resources related experience in an educational setting
- Previous experience and familiarity with a public education environment
- Familiarity with Arizona Revised Statutes within a public education setting

SUMMARY

It is the function of the Director of Human Resources to supervise and direct the human resources function of the school district. Under the direction of the Superintendent, the incumbent shall coordinate and manage the district's employment, fringe benefits, personnel records, and staff development.

Reports to: Superintendent

ESSENTIAL FUNCTIONS

- Supervises/evaluates the Human Resources staff
- Under the direction of the Superintendent, coordinates and supervises administrative, certificated, and classified employment for the District, consisting of recruitment, selection, affirmative action, assignment, transfer, promotion, and termination of all school personnel
- Oversees personnel actions processed for the District, including hires, transfers, terminations and related certification issues
- Determines staffing needs of the District on behalf of the Superintendent and in cooperation with principals, classified administrators, and central office administrators. Provides initial staffing recommendations to the Superintendent based upon student enrollment and corresponding funding formulas approved by the Governing Board and coordinates annual staffing meetings with principals and central office administrators as needed
- Reviews personnel selection procedures to ensure that valid and reliable elements are utilized and makes recommendations for modifications and improvements
- Collaborates with district negotiation teams at the direction of the Superintendent
- Oversees the preparation, distribution and return of contracts for all exempt, professional staff and compensation sheets for all classified staff. Prepares and distributes all administrative contracts
- Consults with and advises the Superintendent and/or General Counsel in contract/job abandonment matters and coordinates related District actions

DIRECTOR OF HUMAN RESOURCES

- Coordinates the hiring of leased employees and serves as District liaison with third-party vendor for leased employees
- Oversees the procurement process for leased employees
- Responsible for maintenance of all personnel records, including but not limited to, applications, current certificated and classified employee lists, assignments, salaries, credential information, required health tests, various leave accruals and vacation schedules
- Oversees applicant background checks and coordinates with the General Counsel to determine eligibility for employment
- Oversees fingerprinting of applicants and volunteers and coordinates with the Legal Department to determine eligibility for employment
- Oversees advertising and recruitment related activities for the District, including organization of the District's annual teacher job fair and updates to the District's Employment website
- Oversees New Employee Orientation program
- Provides assistance to administration employee on evaluation matters
- Supervises the substitute teacher and classified substitute programs of the District
- Ensures that the District's substitute employee placement and staffing needs are met and implements changes in the systems and procedures, as needed
- Directs wage and salary administration and research, and produces various research reports on behalf of the Superintendent
- Coordinates responses to various federal and state reports concerning District employee data in consultation with the Associate to the Superintendent
- Identifies and recommends technology needs for Human Resources and directs implementation of technology resources in the department
- Provides human resources guidance and specialized technical assistance to District staff and administration
- Coordinates the completion of specialized reports, including the monthly DOL job openings and labor turnover survey, as well as other salary and fringe benefit surveys
- Maintains an adequate compensation/classification program providing administrative, certificated and classified job descriptions of a generic nature and arranges for position audits as needed
- Maintains the District's job descriptions, regularly making revisions and additions, and oversees the distribution of the documents, as necessary
- Oversees the analyses of positions throughout the District, in relation to established job descriptions and the District's classification and compensation system, and makes recommendations for reclassifications based upon established guidelines
- Assists the Associate to the Superintendent by coordinating an evaluation program for all personnel
- Maintains and monitors industrial injury and unemployment insurance claims on behalf of the District
- Responds to unemployment claims and represents the District in appeal hearings, as necessary

FLSA: Exempt
Cabinet
June 2023

DIRECTOR OF HUMAN RESOURCES

- Supervises the fringe benefits office and is responsible for the maintenance of employee life, medical, dental, and disability programs
- Ensures District compliance with Governing Board policies and relevant laws including, but not limited to, FMLA, Section 504, ADA, Title VII, and ADEA
- Directs the District's efforts to maintain compliance with the Fair Labor Standards Act and Department of Labor
- Serves as hearing officer in pre-action hearings and/or grievance hearings
- Provides guidance and assistance to teachers and paraprofessional staff members in relation to ESSA compliance and requirements
- Participates and assists in the annual compilation of State certification reports, in collaboration with other departments
- Maintains the District's varied compensation programs and recommends necessary adjustments based on such factors as negotiations, legal issues, and market trends
- Prepares and adheres to Human Resources budget
- Directs the preparation of Governing Board Agenda items for HR related items
- Acts as a District representative for human resources support organizations
- Acts as liaison between District and outside agencies and institutions relating to personnel
- Acts as liaison with Institutes of Higher Education and collaborates with the Office of Learning and Instruction to maintain programs
- Facilitates and participates on various committees as needed
- Represents the District at meetings, conferences and retreats, as necessary
- Keeps informed of the changing role of the Director of Human Resources through attendance at administrative conferences, seminars, and professional development activities
- Exhibits patience, courtesy and tact when dealing with others
- Promotes and supports District wide educational advancement in 21st Century skills
- Integrates knowledge and skills that are relevant to the 21st Century
- Performs related duties as required

DIRECTOR OF HUMAN RESOURCES

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to express oneself clearly and concisely, both orally and in writing
- Ability to effectively communicate with a wide variety of people in varying circumstances
- Ability to apply strong evaluative statistical and analytical skills for documents and data
- Ability to meet deadlines
- Ability to sustain extended work hours and problem situations
- Ability to work alone and as part of a team
- Ability to multi-task in an office setting
- Ability to interpret policies and communicate to others
- Ability to solve difficult client problems and issues
- Ability to analyze, synthesize and “see the big picture”
- Ability to appropriately handle confidential information and records
- Ability to organize work and handle high volumes of information
- Ability to research, analyze and formulate decisions quickly
- Ability to exercise judgment in accordance with established guidelines
- Ability to concentrate for extended periods of time
- Ability to operate phone, computer and digital equipment

FLSA: Exempt
Professional Exempt
Revised June 2023

SCIENCE/STEM CURRICULUM COORDINATOR (9-12)

QUALIFICATIONS

A. REQUIRED

- Bachelor's degree or higher
- Valid Arizona teaching certificate
- Knowledge of Arizona Science Standards
- Teaching experience in the use of effective practices related to science and STEM instruction
- Staff Development experience
- Significant background in math, science, technology, or engineering by education or training
- Equivalent training, education or experience that would substitute for minimum requirements

B. DESIRED

- Master's degree or equivalent experience
- Highly qualified status in science, biology, chemistry, physics or related subject specific endorsement
- Experience leading District level professional development

SUMMARY

The Science/STEM Curriculum Coordinator provides training, modeling, coordination, support, and assistance to support teachers' professional development in science and STEM.

Reports to: Director of Curriculum and Assessment

ESSENTIAL FUNCTIONS

- Provides leadership and instruction regarding best practices in science and STEM instruction for grades 9-12
- Collects science/STEM assessment data from sites
- Assists with common finals in science/STEM
- Analyzes data using technology tools and software (e.g., EXCEL, databases, etc.)
- Evaluates data from State science testing and provides guidance to teachers
- Works with the Director of 21st Education to advance STEM opportunities 9-12
- Coordinates PLTW curriculum to expand the programs
- Creates and supports implementation of a library of grade level inquiry-based science/STEM lesson plans to advance the vision for strong science/STEM programs
- Conducts demonstration lessons using best practices in science/STEM instruction
- Facilitates the cycle of continuous improvement by data collection and analysis using common formative assessments
- Collaborates and coordinates with principals and staff regarding science/STEM instruction and assists schools in the development of science/STEM improvement plans

FLSA: Exempt
Professional Exempt
Revised June 2023

SCIENCE/STEM CURRICULUM COORDINATOR (9-12)

- Collaborates with teachers to provide instructional and programmatic support for IB, Cambridge, and Dual Enrollment subjects related to Science/STEM
- Develops, provides and assists with staff development and initiatives regarding in science/STEM programs in grades 9-12 including inquiry-based instruction (e.g., scientific method, engineering design process)
- Arranges and facilitates model teaching, observations, and debriefing within each school site
- Provides coaching for teachers in the planning, development and refinement of effective teaching practices
- Assists with implementation of science/STEM activities, programs and plans
- Assists in managing and coordinating district science/STEM programs and initiatives
- Understands and effectively applies educational research
- Evaluates, monitors, and assists with the selection of science/STEM materials
- Serves on committees pertinent to science/STEM
- Assists in administration and creation of common formative assessments for science/STEM
- Collaborates with other district personnel in the design and delivery of staff development services to schools
- Maintains knowledge of and complies with state, federal and district regulations and requirements
- Works flexible hours, including weekends and evenings as required
- Attends state trainings relative to standards-based instruction in science/STEM
- Assists with the full implementation of the Arizona Science Standards
- Assists with the creation, review, and implementation of Health, Maturational Growth, and Substance Abuse Prevention curricula
- Exhibits patience, courtesy and tact when dealing with others
- Promotes and supports district wide educational advancement in 21st Century skills
- Integrates knowledge and skills that align with the district Portrait of a Graduate
- Performs related duties as required

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to analyze, interpret and solve problems
- Ability to communicate effectively, both orally and in writing
- Ability to communicate individually and in group settings
- Ability to prioritize and handle multiple tasks simultaneously
- Ability to see, hear and speak at normal range, with or without reasonable accommodations
- Ability to concentrate for extended periods of time
- Ability to remain seated for extended periods of time
- Ability to reach, stoop, bend, kneel, lift and carry up to 20 pounds
- Ability to operate digital office equipment
- Ability to drive a vehicle

AMPHITHEATER
Public Schools

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 27, 2023**

TITLE: **Approval of Leave(s) of Absence**

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of June 19, 2023.

RECOMMENDATION:

It is the recommendation of the Administration that the leave request(s) be approved as presented.

INITIATED BY:

Michelle H. Tong, J.D., Associate to the Superintendent **Date: June 19, 2023**

Todd A. Jaeger, J.D., Superintendent

6/27/2023

GOVERNING BOARD MEETING
LEAVES OF ABSENCE

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Motano	Eddie	Custodian II	CL	Rio Vista Elementary	05/01/2023	Extension Start Date

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*	2023-2024 School Year
CT-AD	Certified Administrative
CT	Certified
CL-AD	Classified Administrative
CL	Classified
PR	Professional

AMPHITHEATER
Public Schools

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 27, 2023**

TITLE: **Approval of Separation(s) and Termination(s)**

BACKGROUND:
Separation(s) and termination(s) will be presented herein. Separations are current as of June 19, 2023.

RECOMMENDATION:
It is the recommendation of the Administration that the resignation(s) or termination(s) be approved as presented.

INITIATED BY:

Michelle H. Tong, J.D., Associate to the Superintendent **Date: June 19, 2023**

Todd A. Jaeger, J.D., Superintendent

6/27/2023

GOVERNING BOARD MEETING
SEPARATIONS

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
McCarthy	Shannon	Psychologist	CT-PR	Coronado K-8 School	05/25/2023	Resignation	
Testa	Christina	Psychologist	CT-PR	Rillito Center	04/25/2023	Breach of Contract	
Lopez	Analia	Teacher - REACH	CT	Rio Vista Elementary	05/19/2023	Resignation	
Luke	Maggie	Teacher - Pandemic Recove	CT	Holaway Elementary	05/19/2023	Resignation	
Owen	Marjorie	Teacher - Rillito Classroom	CT	Rillito Center	06/15/2023	Resignation	
Retherford	Robert	Teacher - P. E.	CT	Coronado K-8 School	05/19/2023	Retirement	

*	2023-2024 School Year
Budget RIF	Reduction in force due to budget
Abandonment	Employee abandoned position
Breach of Contract	Employee did not fulfill contract
Dismissal	Employee terminated by the District
Resignation	Employee resigning from the District
Retirement	Employee retiring from the District

ADCT	Addendum Certified
ADCL	Addendum Classified
ADDM	Addendum Only
CT-AD	Certified Administrative
CT	Certified
CL-AD	Classified Administrative
CL	Classified
PR	Professional

Substitutes

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Canez	Jocelyn		CT		06/12/2023	
Dayton	Kristyn		CT		06/05/2023	
Graff	Alejandra		CT		06/12/2023	
Gladish	Malaya		CT		06/08/2023	
Hall	Megan		CT		06/12/2023	
Liang	Wen-Shing		CT		06/12/2023	
Morin	Paul		CT		06/12/2023	
Olafson	Janet		CT		06/08/2023	
Powell	Tyler		CT		06/12/2023	
Scotland	Teresa		CT		06/05/2023	
Hobbs	Cadden		CL		06/12/2023	
Voorhees	Betty		CL		06/05/2023	

AMPHITHEATER
Public Schools

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 27, 2023**

TITLE: **Approval of Stipend for Coaching Volunteers**

BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of June 19, 2023.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve payment of the listed stipend(s) for the identified coaching volunteers.

INITIATED BY:

Michelle H. Tong, J.D., Associate to the Superintendent **Date: June 19, 2023**

Todd A. Jaeger, J.D., Superintendent

6/27/2023

GOVERNING BOARD MEETING
COACHING VOLUNTEERS

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Garcia	Jose	Associate Coach	Amphi High School	Stipend	$1,000.00
Watson	David Joshua	Associate Coach	Amphi High School	Stipend	$1,000.00
Lopez	Luis	Coach - Baseball Assistant MS	Cross Middle School	Stipend	$1,400.00
Marek	Seth	Coach - Cross Country Head MS	CDO High School	Stipend	*$2,600.00
Basye	Andrew	Coach - Football Assistant HS	CDO High School	Stipend	*$2,500.00
Murray	Christopher	Coach - Football Assistant HS	CDO High School	Stipend	*$2,500.00
Pena	Thomas	Coach - Golf HS	CDO High School	Stipend	*$2,600.00
Sevinsky	Nicole	Coach - Spiritleading Assistant Fall	CDO High School	Stipend	*$2,250.00
Soto	Veronica	Coach - Spiritleading Head Fall HS	CDO High School	Stipend	*$2,450.00
Inboden	Jennifer	Coach - Swimming Head HS	CDO High School	Stipend	*$3,000.00
Yewell	James	Coach - Swimming Head HS	CDO High School	Stipend	*$3,000.00
Dalton-Aragon	Jaron	Coach - Volleyball Assistant Spring	La Cima Middle School	Stipend	$1,400.00

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* 2023-2024 School Year

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Approval of Vouchers Totaling and Not Exceeding Approximately $4,119,827.46

BACKGROUND:

A copy of the vouchers for goods and services received by Amphitheater Public Schools and recommended for payment has been provided to the Governing Board.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve payment of the vouchers as presented.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer **Date: June 26, 2023**

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 27, 2023**

TITLE: **Acceptance of Gifts**

BACKGROUND:
Donations detailed on the attached listing have been received by the District.

RECOMMENDATION:
It is the recommendation of the Administration that the above gifts be accepted by the Governing Board.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer **Date: June 20, 2023**

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

Gifts and Donations List		
Gifts and Donations		**6/27/2023**
Ck in the amount $200.00	Lucille Erickson	Walker Elementary School
Ck in the amount $3,184.91	Amphitheater Foundation	La Cima Middle School
Ck in the amount $3,000.00	Amphitheater Foundation	Wilson K-8 School
Ck in the amount $19,500.00	Quality First	Amphitheater High School (Preschool)
Ck in the amount $19,500.00	Quality First	Canyon del Oro High School (Preschool)
Ck in the amount $19,500.00	Quality First	Copper Creek Elementary (Preschool)
Ck in the amount $19,500.00	Quality First	Donaldson Elementary (Preschool)
Ck in the amount $19,500.00	Quality First	Holaway Elementary (Preschool)
Ck in the amount $19,500.00	Quality First	Innovation Academy (Preschool)
Ck in the amount $19,500.00	Quality First	Keeling Elementary (Preschool)
Ck in the amount $19,500.00	Quality First	Nash Elementary (Preschool)
Ck in the amount $19,500.00	Quality First	Painted Sky Elementary (Preschool)
Ck in the amount $19,500.00	Quality First	Prince Elementary (Preschool)
Ck in the amount $19,500.00	Quality First	Rio Vista Elementary (Preschool)
Ck in the amount $19,500.00	Quality First	Walker Elementary (Preschool)
Ck in the amount $3,000.00	Amphitheater Foundation	Amphitheater Middle School
Ck in the amount $450.00	Marcia Joyce	Holaway Elementary School

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Receipt of May 2023 Report on School Auxiliary and Club Balances

BACKGROUND:

Arizona Revised Statutes §§15-1121 and 15-1125 provide for the operation of Student Activity and Auxiliary Operations funds respectively. The Uniform System of Financial Records for Arizona School Districts (USFR) outlines procedures to be followed by school districts in the disbursements of monies from either of these funds. One requirement for the operational compliance is to provide a report to the Governing Board summarizing the transactions for the month.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board receive the report of School Auxiliary and Club Balances.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer **Date: June 15, 2023**

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

Amphitheater Public Schools
Summary of Activity for All Schools
Auxiliary Account
For the Month Ending May 31, 2023

Beginning Balance	$	3,256,449.26
Plus Deposits		71,187.93
Less Disbursements		(327,226.61)
Ending Book Balance For All Schools		$3,000,410.58
Outstanding Deposits		(275,060.50)
Outstanding Checks		121,685.36
Ending Bank Balance For All Schools		$2,847,035.44

Amphitheater Public Schools
Summary of Activity for All Schools
Student Activity Accounts
For Month Ending May 31, 2023

Beginning Balance	$763,671.12
Plus Deposits	99,809.43
Less Disbursements	(113,797.40)
Ending Book Balance For All Schools	$749,683.15
Outstanding Deposits	$ (58,865.40)
Outstanding Checks	38,637.69
Ending Bank Balance For All Schools	$729,455.44

Amphitheater Public School District #10

Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending May 31, 2023

Amphi Middle School		
Student Gov't		3,925.76
AVID		154.58
Culture Exchange		146.07
MESA Club		148.06
NJHS		178.52
Odyssey of the Mind		752.17
Science Club		1,511.52
Sports Academy		30.00
Yearbook		2,402.16
Amphi Middle School Total	**$**	**9,248.84**
Copper Creek Elementary		
Student Council		3,803.14
Accelerated Reader Club		-
Turquoise Times		32.28
Copper Creek Total	**$**	**3,835.42**
Coronado K-8 Schools		
Elementary Student Council		4,858.12
Middle School Student Council		3,985.91
Astronomy/Space & Science		221.76
Band		3,951.05
C.H.O.I.C.E.S.		1,191.56
Chorus		1,319.41
Coronado FCA		42.00
Coronado Musicians Club		1,120.05
Indoor Percussion Club		755.00
Kids Helping Kids		339.13
NEHS		41.00
National Junior Honor Society		3,528.82
Odyssey of the Mind		1,577.35
Orchestra		930.57
Running Club		3,152.56
Wrestlers Club		871.70
Coronado Total	**$**	**27,885.99**
Cross Middle School		
Student Council		5,769.85
6th Grade Club		282.15
Band Club		2,060.92
Choir Club		2,216.40
Future Problem Solvers		145.00
Guitar Club		2,088.46
Life Skills Exploratory Club		142.96
Math Counts		242.87
Musical Theater Club		1,315.32
NJHS		1,084.28
Orchestra Club		4,017.72
PE Club		3,162.13
Star Club		2,313.57
Tri-M Club		335.31
Web Club		1,783.38
Cross Middle School Total	**$**	**26,960.32**

Amphitheater Public School District #10

Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending May 31, 2023

Donaldson Elementary		
Student Council		2,203.78
Donaldson Total	**$**	**2,203.78**
Harelson Elementary		
Student Council		613.60
5th Grade Activities		125.36
Track		307.65
Harelson Total	**$**	**1,046.61**
Holaway Elementary		
Student Council		856.24
Holaway Total	**$**	**856.24**
Innovation Academy		
Student Council		1,225.01
Algebra Club		936.09
Entrepreneur Club		43.90
Odyssey of the Mind		13,903.25
Innovation Academy Total	**$**	**16,108.25**
Keeling Elementary		
Student Council		930.71
Keeling Total	**$**	**930.71**
La Cima Middle School		
Student Council		5,323.50
NJHS		1,095.90
La Cima Total	**$**	**6,419.40**
Mesa Verde Elementary		
Student Council		4,616.31
Mesa Verde Total	**$**	**4,616.31**
Nash Elementary		
Student Council		1,634.36
Nash Total	**$**	**1,634.36**
Painted Sky Elementary		
Student Council		6,799.14
Nature Shop		929.20
Orchestra		304.74
Band		344.45
Chorus		653.42
Milers		1,016.75
OM		951.79
Bagel & Books		-
Sign Language		126.00
Algebra		-
Yoga		-
NEHS		1,008.24
Garden Club		-
Math Club		23.00
Sewing Club		-
Art Club		209.84
Sports Club		120.01
Painted Sky Total	**$**	**12,486.58**

Amphitheater Public School District #10

Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending May 31, 2023

Prince Elementary			
Student Council			760.97
Prince Total		**$**	**760.97**
Rio Vista Elementary			
Student Council			981.94
Rio Vista Total		**$**	**981.94**
Walker			
Student Council			2,340.88
Fitness Fanatics			257.90
Odyssey of the Mind			2,952.80
Walker Total		**$**	**5,551.58**
Wilson			
Student Council			9,905.38
Algebra Club			473.77
Archery Club			646.67
Art Club			2,906.76
Elementary Art			280.00
Elementary Choir			867.22
GameMakers			210.00
MS Choir			2,920.92
MS Theater Club			394.64
National Junior Honor Society	(NJHS)		1,764.17
Odyssey of the Mind			566.83
Robotics Club			1,078.53
Science Club			60.00
Science Club K-2			1,392.61
STEM Club			1,865.06
Yearbook Club			2,319.03
Wilson Total		**$**	**27,651.59**
Total K-8 Club Balances		**$**	**149,178.89**
	Plus: Outstanding Checks		1,199.21
	Less: Outstanding Deposits (Inc CC's)		(19,870.85)
	NSF Checks/Void/Stale/Account Adj		-
	Deposit Error/Adjustments		-
	Bank Balance	**$**	**130,507.25**
	Sweep Account	$	130,507.25
			0.00

Amphi High School
Student Activity Account
Schedule of Club Balances
For the Month Ending May 31, 2023

1001	Student Council	$ 12,747.35	1470	Soccer -Girls	$ 116.76
1035	Art Club	968.01	1480	Link Crew	-
1070	Band Club	674.18	1520	Media Club	1,223.37
1080	Baseball	2,959.09	1560	National Honor Society	184.66
1085	Golf -Boys	-	1590	Odyssey of the Mind	876.16
1110	Basketball -Girls	1,506.41	1600	Orchestra Club	1,006.17
1113	Drama Club	1,716.75	1631	Panther Popcorn	2,878.63
1115	Choir Club	4,289.43	1740	ASL Club	2,845.18
1120	AVID Club	215.39	1744	Auto Skills USA Amphi Chapter	1,865.62
1128	Mt. Bike Club	533.26	1745	Soccer -Boys	112.82
1145	AHS Chess Club-GOT	20.00	1770	Softball Club	1,510.08
1172	Dance Club	82.46	1780	Spanish Club	1,566.23
1180	Basketball -Boys	16,939.12	1785	AHS Spiritlines	439.98
1200	Panther Partners Club	2,808.97	1790	Cross Country Club -Girls	1,663.53
1227	Yearbook Club	1,258.96	1795	Cross Country Club -Boys	-
1234	FFA Club	2,797.87	1803	HOSA Club	508.28
1235	FFA - Fair Checks	20,384.98	1830	Swim Club	1,220.19
1240	Fut Comp Scientists of AHS	374.06	1835	Tennis -Girls	11.72
1245	French Club	2,478.99	1840	Tennis -Boys	5.58
1255	Photo Club	4,108.41	1850	Tech Theater Club	380.68
1261	The Game Club	51.00	1860	Trackers - Track & Field Club	13.38
1265	Equality Club	564.00	1900	Volleyball -Girls	4,289.32
1280	Greenhouse Club	62.70	1905	Beach Volleyball	4,779.50
1290	Wrestling	1,974.45	1950	Bookstore Over/Short	0.50
1300	Football Club	2,186.69			
1310	Inter Act Club	1,419.25			
1350	Volleyball -Boys	109.35			

Amphi High School Total Clubs	**$ 110,729.47**
Plus: Outstanding Checks	5,493.60
Less: Outstanding Deposits (Inc CC's)	(4,449.75)
NSF Checks/Void/Stale/Account Adj	(0.20)
Deposit Error/Adjustments	-
Bank Balance	**$ 111,773.12**

Sweep Account	$ 111,773.12
	0.00

Canyon Del Oro High School
Student Activity Account
Schedule of Club Balances
For the Month Ending May 31, 2023

1001	Student Council	$ 61,186.59
1020	Academic Decathlon	8,906.49
1031	Black Excellence Student Union	231.50
1033	Awareness	55.00
1034	AM Art Club	203.00
1050	Amphi All-Stars Club/Special Olympics	472.84
1060	Asian American Cultural Society	-
1070	Band Club	1,375.00
1081	Be Kind /Ben's Bell Club	465.64
1083	Biology Club	895.16
1084	Bowling Club	81.52
1085	Golf -Boys	18,477.35
1110	Basketball -Girls	14,376.57
1111	Book Club	20.62
1113	Drama Club	4,415.76
1115	Choir	4,011.91
1118	Engineering Club	873.59
1128	Mountain Bike	-
1140	Chemistry Club	398.13
1145	Chess	1,184.31
1150	Culinary Arts/FCCLA	3,946.99
1155	Catering	11,787.16
1172	Dance	10,671.37
1180	Basketball -Boys	2.66
1200	Dream Team	6,517.31
1220	Girls Who Code Club	-
1224	Entrepreneurship Club	1,379.00
1225	Environmentalist Club	268.16
1226	Early Childhood	5,419.04
1227	Yearbook	8,512.82
1230	FCA Club	-
1245	French Club	126.76
1250	FBLA	174.00
1254	Fashion Photography	26.00
1255	Photography Club	3,013.16
1267	LGBTQ+	266.62
1270	German Club	1,056.36
1290	Wrestling	11,016.99
1300	Football Club	$ 16,855.32
1345	Take-A-Hike Club	133.18
1350	Volleyball -Boys	277.87
1400	HOSA-Bio Science	408.58
1420	IB Club	259.47
1470	Soccer -Girls	-
1472	Latino Student Union	-
1480	Link Crew	3,955.64
1530	Model United Nations	208.84
1560	National Honor Society	1,626.70
1575	United Native Nations	-
1590	Odyssey of the Mind	9,338.32
1600	Orchestra Club	9.55
1640	Ping Pong	-
1650	Psychology Club	28.00
1710	Math Club	205.72
1740	Sign Language Club	1.47
1742	Senior Spirit Squad	333.69
1743	Skills USA Architecture	3,166.44
1744	Skills USA Autos	12,184.12
1745	Soccer -Boys	27.60
1770	Softball Club	2,245.35
1780	Spanish Club	688.22
1785	Spiritline/ Cheer	10,416.73
1790	Cross Country	2,001.88
1800	Sports Medicine- HOSA	2,211.84
1830	Swim Club	-
1835	Tennis -Girls	5,232.81
1840	Tennis -Boys	2,022.60
1860	Track & Field Club	15,111.81
1865	TRI-M Club	348.20
1880	Unicycle	-
1905	Volleyball -Beach	4,502.98
1950	Bookstore Over/Short	-

CDO High School Total Clubs	**$ 275,618.31**
Plus: Outstanding Checks	28,762.87
Less: Outstanding Deposits (Inc CC's)	(17,078.00)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	
Bank Balance	**$ 287,303.18**

Sweep Account	$ 287,303.18
	0.00

Ironwood Ridge High School
Student Activity Account
Schedule of Club Balances
For the Month Ending May 31, 2023

1001	Student Council	$ 46,806.02
1035	Art Club	1,706.53
1040	Photography/Skills USA	-
1070	Band Club	240.51
1075	Cares for Kids	212.37
1080	Baseball	1,807.71
1085	Golf -Boys	2,230.26
1095	Ridge Audio	1,028.44
1110	Basketball -Girls	417.78
1113	Drama	120.96
1115	Choir	3,628.31
1150	Culinary Arts	3,180.92
1172	Pomline	4,435.39
1180	Basketball -Boys	1,448.86
1203	Pop till you Drop	168.66
1215	Animal Club	-
1227	Yearbook	30,822.37
1230	FCA-Fellowship Christian Ath	-
1245	French	1,325.40
1255	Film	1,690.89
1260	Gaming	114.95
1265	Q Club	399.57
1275	Golf -Girls	51.33
1285	History/Travel	1,235.69
1290	Wrestling	2,153.12
1300	Football	12,521.35
1350	Volleyball -Boys	10,073.81
1400	HOSA-Bio Science Club	3,409.15
1430	Key Club	1,002.82
1470	Soccer -Girls	14,507.29
1530	Model United Nations	637.88
1560	National Honor Society	2,668.88
1590	Odyssey of the Mind	-
1595	Japanese	53.74
1600	Orchestra Club	3.75
1630	Journalism	8,019.87
1700	Club Green	1,418.64
1720	Athletic Club	11.14
1740	Sign Language	399.00
1745	Soccer -Boys	9,046.38
1750	Robotics Club	2,029.68
1770	Softball Club	230.01
1780	Spanish Club	-
1785	Spirit-Cheer Club	3,018.36
1790	Cross Country	906.13
1800	Sports Medicine	1,325.98
1830	Swim Club	7,005.32
1835	Tennis -Girls	1,164.25
1840	Tennis -Boys	6,169.97
1850	Tech Theater Club	1,209.94
1860	Track & Field Club	-
1900	Volleyball -Girls	11,341.79
1905	Volleyball -Beach	8,316.83
1910	So. AZ Veterans Heritage Club	2,423.88
1940	Young Life	15.00
1950	Bookstore Over/Short	-

IRHS School Total Clubs	**$ 214,156.88**
Plus: Outstanding Checks	3,181.81
Less: Outstanding Deposits (Inc CC's)	(17,466.80)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	**$ 199,871.89**

Sweep Account	$ 199,871.89
	0.00

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Approval of Parent Support Organization(s) – 2023-2024

BACKGROUND:
Approval of the following Parent Support Organization(s) pursuant to District Policy KBE-R:

CDO Football Touchdown Club

RECOMMENDATION:
It is the recommendation of the Administration that the Governing Board approve this (these) organization(s).

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer **Date: June 21, 2023**

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

Print Form

School Year 2023-2024

Name of Organization CDO Football Touchdown Club

Related Student Organization or Club _____ School Canyon del Oro High Sch

OFFICERS: Taxpayer I.D. 87-1025146

Name: Fred Narcaroti
Office Held: President
Address:

E-mail:
Phone(s):
Date taking office: 06/03/21

Name: Megan Laux
Office Held: Vice President
Address:

Phone(s):
Date taking office: 05/04/23

Name: Brandon Waddell
Office Held: Treasurer
Address:

E-mail:
Phone(s):
Date taking office: 05/04/23

Name: Crystal Gonzales
Office Held: Secretary
Address:

Phone(s):
Date taking office: 05/04/23

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

☒ Formal Non-Profit Please Attach: 1) Articles of Incorporation *(first year only)*
2) I.R.S. Determination Letter *(first year only)*
3) Annual budget, goals and objectives
4) Current operating by-laws
5) Last fiscal year AZ Corporation Commission Annual Report
6) Last fiscal year I.R.S. Form 990 Annual Report
7) Most recent treasurers financial report
8) Most recent bank statement

☐ Informal Non-Profit Please Attach: 1) Annual budget, goals and objectives
2) Current operating by-laws
3) Most recent treasurers financial report
4) Most recent bank statement

Are two signatures required on disbursements? ☒ Yes ☐ No By-laws reviewed annually? ☒ Yes ☐ No

Member meetings held how often? Monthly Executive meetings held how often? As-Needed

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Signature May 4, 2023 Date
Signature May 4, 2023 Date
Signature May 4, 2023 Date
Signature May 4, 2023 Date

Site Administrator's Approval: Tara Bullock
Signature Date

For district use: *Finance Department recommendation:* approved
Governing Board Agenda date: 6/27/23

JUN 6 '23 AM10:30

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Annual Approval of All Authorized Signatories on District Checking Accounts for the 2023-2024 Fiscal Year

BACKGROUND:

Staffing changes require modifications to the list of authorized signatories.

The attached listing represents the recommended authorized signatories on all District checking accounts for the 2023-2024 fiscal year.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve this listing of signatories for all District checking accounts for the 2023-2024 fiscal year.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer **Date: June 14, 2023**

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS
DISTRICT CHECKING ACCOUNTS
2023-2024

Revised 5/24/23

OPERATING ACCOUNT	Well Fargo Bank ACCOUNT #	AUTHORIZED SIGNATURES	
Operating Sweep Account	052-9786493	Scott Little	
Flexible (FSA) Transfers In & Out	052-9786485	Clifford Wadhams	
Electronic Payment Clearing Acct (formerly Direct Deposit)	674-4101186	Casie Curtis	**DELETE**
Clearing In & Out	408-4002182	Rebecca Hout	
District Tax Credit Clearing	700-0388392	Vanessa Rivera	
Payroll Clearing Account	432-4032481	**Beverly Nixon**	**ADD**
Food Service In & Out	052-9787038	Scott Little	
Food Service Revolving Account	072-8892605	Clifford Wadhams	
		Ernestina Wahlmeier	
District Revolving Account	052-9786477	Scott Little	
		Clifford Wadhams	
		Casie Curtis	**DELETE**
		Rebecca Hout	
		Margarette Lindsey	**ADD**
Amphi Schools FBO Individual EPARS Participants	2000045003743	Scott Little	
TSA Consulting Group Inc		Clifford Wadhams	
Benefits Account	453-9601887	Christopher McDoniel	
Health Savings Account			
District Auxiliary Activities	409-4801180	Scott Little	
District Student Activities	408-4101180	Clifford Wadhams	
		Casie Curtis	**DELETE**
		Rebecca Hout	
		Margarette Lindsey	**ADD**
Amphi High Auxiliary Activities	072-8501321	Scott Little	
Amphi High Student Activities	072-8504242	A.J. Malis	
		Glenda Arffa	
		David Humphreys	**DELETE**
		Vanessa Harding	
		Tyrone Cephers	**ADD**
CDO High Auxiliary Activities	052-9786469	Scott Little	
CDO High Student Activities	052-9792012	Tara Bulleigh	
		Brent Spencer	
		Marco Dominguez	
		Amanda Magelli	
		Geneva Carry Robinson	
Ironwood Ridge High Auxiliary Activities	612-2124529	Scott Little	
Ironwood Ridge High Student Activities	052-9789935	Orante Jenkins	
		Kristie Stevens	**DELETE**
		Terri Amonson	**DELETE**
		Patricia Harris	
		Joan Ferell	
		Rowdy Frederiksen	**ADD**
		Emily Rios	**ADD**
		Tracey Fowler	**ADD**

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **June 27, 2023**

TITLE: **Approval of Disposal of Surplus Property via PublicSurplus.com**

BACKGROUND:

With Governing Board approval, the Administration will sell via an Internet-Based Online-Sale the following surplus property:

Description	***Quantity***
Floor Scrubbers	1
Carpet Extractors	2
Buses (Thomas Minotour)	3
Bus (Bluebird Diesel)	1
Van (Chevrolet)	1
Truck (Chevrolet)	1
Truck (Ford)	1
Cars (Chevrolet)	2
Hobart Slicer	1
Copier Bizhub Press	1

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve the disposal of surplus property at a competitive Internet-Based Online-Sale via PublicSurplus.com.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer **Date: June 22, 2023**

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Approval of the Amphitheater Teacher Performance Evaluation System for the 2023-2024 School Year

BACKGROUND:

The Amphitheater Teacher Performance Evaluation System (ATPES) is reviewed annually to ensure alignment with District expectations and compliance with Arizona State Law. The ATPES Committee is made up of teachers, administrators, an Amphi EA representative, and a data department representative. The committee met monthly during the 2022-2023 school year.

In 2018-2019, the ATPES Committee recommended that the ATPES domains and indicators be aligned with the Danielson Framework. The Danielson Model for teacher evaluation is a well-researched approach to assessing teacher proficiency and includes rubrics for each indicator which assists teachers in improving their practice. The Danielson system is in place in over forty-four (44) states. The State of Arizona utilizes this model in their examples posted by the Arizona Department of Education. In February of 2019, the Governing Board gave approval to procure an evaluation system and the necessary training to make this change. Teacher training for new teachers will take place at Wetmore and at the school sites for 2023-2024 for our returning teachers.

The changes to ATPES for the 2023-2024 school year are as follows:

- Dates were changed to align with the 2023-2024 academic calendar.
- Teachers will use The Conditional Growth Index Model (CGI) for the 2023-2024 school year regarding student progress.
    - Academic Growth: The Conditional Growth Index Model (CGI)- This model shares similarities to the Z-Test Methodology Model (piloted 2022-2023) in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compared individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score). This model is fully detailed in the 2023-2024 Amphitheater Teacher Performance Evaluation System Manual.

RECOMMENDATION:

It is the recommendation of the administration that the Governing Board approve the revised Amphitheater Teacher Performance Evaluation System (ATPES) for the 2023-2024 school year.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5 **Date: June 19, 2023**

Todd A. Jaeger, J.D., Superintendent

Amphitheater Teacher Performance Evaluation System

THE FRAMEWORK FOR TEACHING: DANIELSON MODEL

~~2022-~~

~~2023~~2023-2024

Full alignment with the Danielson Framework for Teaching

“THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS INCREDIBLY COMPLEX WORK. IT’S A THINKING PERSON’S JOB.”-DANIELSON

GOVERNING BOARD

~~Vicki Cox Golder~~Deanna M. Day, M.Ed., President
~~Deanna M. Day, M.Ed~~Vicki Cox Golder~~.~~, Vice President
Scott K. Baker, Ph.D.
Matthew A. Kopec
Susan Zibrat

DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Tassi Call, Associate Superintendent for Elementary Education
Matthew Munger, Associate Superintendent for Secondary Education
~~Michelle H. Tong, J.D., Associate to the Superintendent and General Counsel~~
Scott Little, Chief Financial Officer

Amphitheater Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies are handled at 701 W. Wetmore Road, Tucson, Arizona 85705 by the Equity & Safety Compliance Officer and Title IX Coordinator, (520) 696-5164, TitleIXCoordinator@amphi.com, or the Executive Director of Student Services, (520) 696-5230, studentservices@amphi.com.

TABLE OF CONTENTS

AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

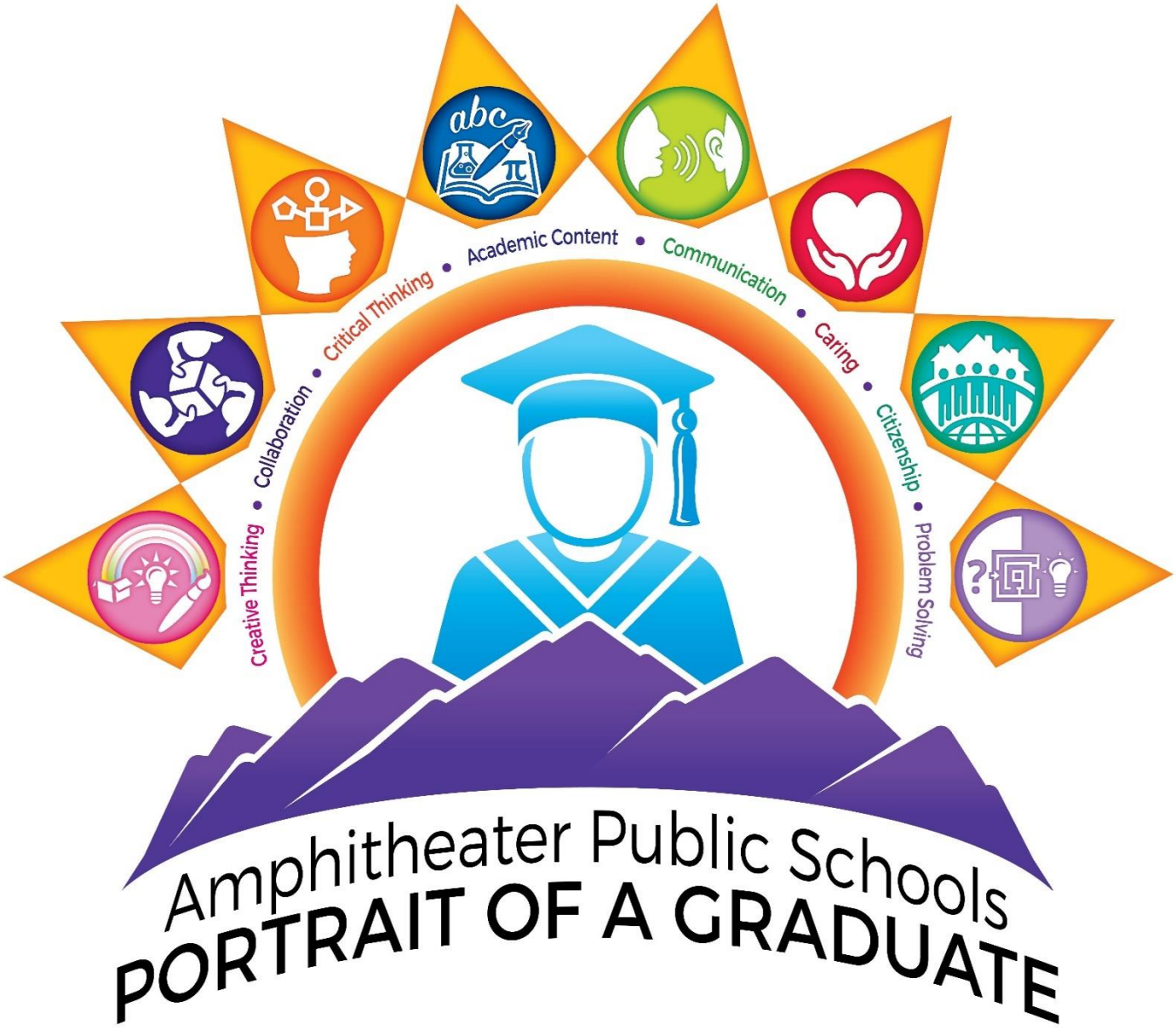
To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

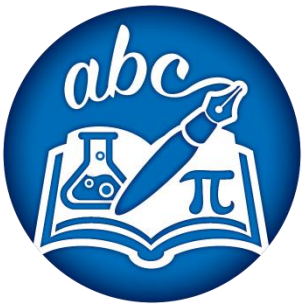
We Value

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

We Believe

- All students can learn and achieve;
- Everyone has unique strengths, talents, and needs;
- All students and staff should be responsible for and dedicated to educational excellence;
- Education requires cooperation, honesty, and respect among the students, parents, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.


Creative Thinking • Collaboration • Critical Thinking • Academic Content • Communication • Caring • Citizenship • Problem Solving
Amphitheater Public Schools
PORTRAIT OF A GRADUATE



Amphitheater Public Schools Students *are academically prepared by:*

- Demonstrating proficiency in Reading, Writing, Social Sciences, Science, Mathematics, and the Arts
- Building a foundation of information and skills needed to solve problems, think creatively, and critically, function as a citizen, and collaborate with others
- Demonstrating growth as measured by multiple and varied assessments
- Completing content area coursework and programs
- Demonstrating digital literacy
- Preparing for a college and/or career pathway

Amphitheater Public Schools Students *communicate clearly by:*

- Expressing ideas through the creation of authentic products using a combination of words, symbols, data, behavior, and visual representations to inform, persuade, and entertain others
- Preparing and delivering effective oral and written presentations; fielding questions to demonstrate conceptual understanding and knowledge, with details about the inquiry process
- Practicing communication techniques which share information in multiple formats to create meaning and foster mutual understanding
- Listening effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Amphitheater Public Schools Students *demonstrate critical thinking by:*

- Researching, identifying, collecting, and analyzing relevant information in order to make sound judgments and decisions based on effective reasoning
- Applying systems thinking models/processes including the engineering design process, scientific inquiry process, and logic
- Identifying, defining, and examining real-world issues and essential questions
- Reflecting critically on learning experiences, processes, and solutions

Amphitheater Public Schools Students *collaborate with others by:*

- Working productively with others for sustained periods of time to address a need and create high quality products and solutions
- Demonstrating ability to work effectively and respectfully with diverse teams
- Exercising flexibility and willingness to compromise to accomplish a goal
- Assuming shared responsibility for collaborative work, and value the individual contributions made by each team member

Amphitheater Public Schools Students *show caring and kindness by:*

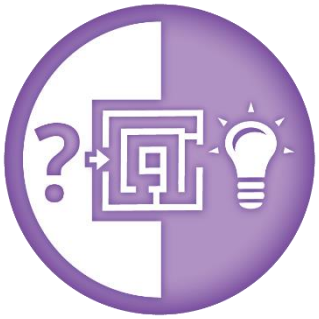
- Including all members of the community to foster a sense of belonging
- Being respectful of others' unique strengths, talents, beliefs, and needs
- Recognizing and righting wrongs
- Being helpful and encouraging
- Sharing gratitude and appreciation

Amphitheater Public Schools Students *demonstrate creative thinking by:*

- Using a wide range of techniques to generate and develop ideas
- Demonstrating flexibility, fluency, originality, and elaboration with the courage to explore new and worthwhile ideas
- Elaborating, refining, analyzing, and evaluating their own ideas in order to improve and maximize creative efforts
- Demonstrating inventiveness in work and understand the real-world limits to adopting new ideas
- Viewing failure as an opportunity to learn; understanding that creativity and innovation is a cyclical process of small success and frequent mistakes
- Acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Amphitheater Public Schools Students *evidence good citizenship by:*

- Understanding and preparing for their participation in the democratic process
- Following and supporting community rules
- Communicating effectively in diverse environments and showing cultural understanding and global awareness
- Demonstrating honesty, respect, responsibility, courage, and fairness to build positive relationships
- Serving their community



Amphitheater Public Schools Students *practice problem solving by:*

- Recognizing and thinking through problems strategically and logically
- Persisting in developing relevant and concrete solutions
- Evaluating the effectiveness of solutions and adapting and revising as appropriate
- Knowing and using problem-solving processes
- Applying problem-solving processes to real-world problems in a variety of contexts

FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq*. and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, ~~regulations~~regulations, or the content of manual may exist, and state statues and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring ~~implementation~~the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See*, Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. See also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a "model framework" for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage on the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate®, Advanced Placement®), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.

- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This "hold harmless" metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

~~The fourth quarter of the 2019-2020 school year presented a new challenge. Schools were closed due to the COVID-19 pandemic. The closure also cancelled all end of year State and local achievement testing which directly affects the student progress component of the evaluation system. The ATPES Committee recommended to "freeze" the data from the 2018-2019 school year. Therefore, the Overall Weighted Average for the 2018-2019 school year will be carried forward as an option to be utilized for the 2022-2023 teacher evaluations.~~

~~We look forward to 2022-2023 as a continued year of "rebound and re-bond", taking with us all that we learned from teaching and learning during a pandemic. With that being said a pilot model was created to address the future of our OWA. The pilot model is called *Academic Growth: The Z-test Methodology Model*. The new pilot model is detailed on pages 16 and 17. In addition to the new pilot model, a revised ELD lesson plan was added and NBCT was added as an additional option for the Amphitheater Alternative Teacher Evaluation System.~~

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development
- Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage
- Students' special needs

1c Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

1d Demonstrating Knowledge of Resources
- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning
- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

3a Communicating with Students
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy
- Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community
- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona . The metric used will be the Conditional Growth Index (CGI) model described further in this manual.~~Overall Weighted Average (OWA) described further in this manual~~.

Classroom ~~OWA~~Academic Growth: For teachers with a minimum of ~~three years of~~15 students with ~~student~~ progress data in the subject they teach.

School ~~OWA~~Academic Growth: For all teachers based upon student progress data school-wide.

~~Other Indicators OWA~~School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates. ~~College and Career Readiness Indicators, School Label, etc~~.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Domain 1**
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Domain 1** **Domain 2**
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Domain 2**
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**Domain 1**
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Domain 1** **Domain 3**
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Domain 1**
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Domain 1**
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Domain 3**
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Domain 4**
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Domain 4**

https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd (Web link for Arizona Professional Teaching Standards)

TEACHER EVALUATION MODEL ~~CHOICES~~ FOR 2023~~2~~2-~~2023~~2024

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compared individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to NWEA calculated growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data (n>=15)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with N < 15 receive the school-level growth score, which is derived using the same basic methodology*

~~The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress is a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This "hold harmless" metric has been used for the past two years.~~

~~The Arizona Department of Education will issue new A-F letter grades this Fall based on this past Spring's AASA. Therefore, we must be strategic in our approach to the academic growth portion of our ATPES. To avoid negatively impacting teacher's overall evaluation rating, our district will pilot a simplified evaluation model that, in the long run, will be more favorable to teacher's evaluation ratings should there be future events such as the COVID pandemic.~~

Teachers who are returning to Amphi for the 2022-2023 academic year will have the choice to 1), again use their Classroom (and/or School) OWA that was calculated in 2018-2019, or 2), use the new pilot metric from an Academic Growth model that will be explored more fully this school year.

ACADEMIC GROWTH: THE *Z-TEST METHODOLOGY* MODEL (2022-2023 – Pilot)

This model is similar to the OWA model in that pre-test/post-test comparisons are subtracted to determine growth. They are grouped by grade level and assessment and matched to teachers of mathematics and/or reading (Group A). The academic growth is averaged and compared to peers across the district, resulting in an average academic growth for each teacher. As with the OWA model, Group B teachers are those who either do not teach mathematics and/or reading and/or those who teach at multiple sites. Below is a mathematical explanation of the model and the Z-test calculation.

Methodology:

- Two-tailed, one sample Z-test using a confidence interval (CI) of 86% as with OWA Model (a CI indicates the range that's likely to contain the true score). The CI answers the question: Is the mean growth of this teacher's students significantly different from the mean growth of their grade-level peers?
- Requires two data points (pre and post) for each student, with a minimum N of 15 per teacher*
- Compares average growth of each teacher's students to the average growth of their grade-level peers
- The Z-test model results in a large majority of teachers receiving a 2, a "no harm" score.

**Teachers with N < 15 receive the school-level growth score, which is derived using the same methodology*

Conducting the test:

- Subtract each student's post-test score from their pre-test score
- Group by grade level and assessment
- Convert these values into Z-scores (standardized scores expressing a student's **relative** growth from pre to post in **standard deviation units**)
- Teachers earn a 1, 2, or 3 (2 signifies an 'average' amount of growth)

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For 2022~~2~~3-~~2023~~2024, weights for inclusion of student academic growth data following ~~this Z-test~~the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson) 75%

Classroom-level ~~student progress~~academic growth (~~Classroom Academic Growth~~CGI ~~- pilot~~) 15%

School-level ~~student progress~~academic growth (~~School Academic Growth - pilot~~CGI) 5%

School-level other indicators of effectiveness ~~(Amphi Culture & Climate Survey – Pilot)~~ 5%

Amphi Culture & Climate Survey

*High School Graduation Rates (*HS ONLY)*

Group B teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson) 75%

School-level academic growth (CGI) ~~student progress (School Academic Growth - pilot)~~ 20%

School-level other indicators of effectiveness ~~(Amphi Culture & Climate Survey – Pilot)~~ 5%

~~*Amphi Culture & Climate Survey*~~

*High School Graduation Rates (*HS ONLY)*

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.

~~The measures, as appropriate for the grade levels, are:~~

~~School-level student academic growth metrics; (5% for Group A, 20% for Group B teachers)~~

~~NWEA MAP – 2021-2022, grades 2 - 10~~

~~Amira – 2021-2022, K – 1 (*given that 2021-2022 was the first year of Amira implementation, K-1 teachers will have a choice whether or not to include this metric in their Academic Growth score. Should they not want to, K-1 teachers will become Group B teachers and use School Academic Growth*)~~

~~Each teacher will be able to see their final performance rating using both the OWA model or the Z-Test Academic Growth model and can then make their decision as to what metric to use for this year. Below is what the ATPES Instrument template using the Academic Growth Z-test model pilot will look like.~~

Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

2023-2024

School *Sample K8 School*
Teacher last name *Teacher*
Teacher first name *Sample*
Content Area/Grade Level
Group **Group B**
Date informal evaluation
Date formal evaluation
Evaluator name

		Rating	Weighted Values
DOMAIN 1: Planning and Preparation			
1a	**Demonstrating Knowledge of Content and Pedagogy** • Content knowledge • Prerequisite relationships • Content pedagogy	3	3.2
1b	**Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	3	3.2
1c	**Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	3	3.2
1d	**Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students	3	3.2
1e	**Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	3	3.2
1f	**Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	3	3.2
	Domain 1 Overall Averages	**3**	**3.20**

Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Z-Test Model - Pilot

2022-2023

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
2a	**Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with students	3	3.2
2b	**Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work	3	3.2
2c	**Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	3	3.2
2d	**Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior	3	3.2
2e	**Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources	3	3.2
	Domain 2 Overall Averages	**3**	**3.2**

		Rating	Weighted Values
DOMAIN 3: Instruction			
3a	**Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	3	3.2
3b	**Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation	3	3.2
3c	**Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	3	3.2
3d	**Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	3	3.2
3e	**Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence	3	3.2
	Domain 3 Overall Averages	**3**	**3.2**

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
4a	**Reflecting on Teaching** • Accuracy • Use in future teaching	3	3.2
4b	**Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records	3	3.2
4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program	3	3.2
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3	3.2
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3	3.2
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3	3.2
	Domain 4 Overall Averages	**3**	**3.20**

DOMAIN 5: Student Progress Data (using CGI Model)			
Classroom Academic Growth (Group A only) Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time	N/A	Not used for this teacher	
School Academic Growth Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.67	School Weighted Academic Growth Average	2.67
School Other Indicators Other measures of school effectiveness High School 4 Year Graduation Rate	3.08	School Weighted Average of Other Measures	3.08

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher

Weighted Rating Points - All Domains	**3.088**

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	**3.088**

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

_____ Results of evaluation require Needs Improvement Plan*
_____ Professional Growth Plan attached

_____ _____
Teacher's signature Date

_____ _____
Evaluator's signature Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

_____ I RECOMMEND that this employee be offered a contract for the ensuing year.
_____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)
_____ NOT APPLICABLE (specify reason): _____
_____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

		Rating	Weighted Values	
DOMAIN 3: Instruction				
	Communicating With Students			
	• Expectations for learning			
3a	• Directions and procedures	3		3.2

4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program	3		3.2
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3		3.2
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3		3.2
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3		3.2
	Domain 4 Overall Averages	**3**		**3.20**

DOMAIN 5: Student Progress Data				
Classroom Z-Test Academic Growth (Group A only)				
Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time			**Not used for this teacher**	
School Z-Test Academic Growth				
Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time		2.55	**School Weighted Academic Growth Average**	2.55
School Other - Cognia Survey				
Other measures of school effectiveness		2.00	**School Weighted Average of Other Measures**	2.00
Weighted Rating Points				**3.010**

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels	
	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Based on the criteria above, this teacher is classified as Effective

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: See Attached Narrative

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

___ Results of evaluation require Needs Improvement Plan*

___ Professional Growth Plan attached

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

___ I RECOMMEND that this employee be offered a contract for the ensuing year.

___ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)

___ NOT APPLICABLE (specify reason):_____

___ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

OVERALL WEIGHTED AVERAGE: THE *OWA* MODEL (2022-2023)

Below is the information for the OWA model as presented in previous iterations of this ATPES Manual. *This is the other choice for teachers in addition to the Academic Growth Pilot model.*

Student academic progress data is not available in all content areas. As a result, the Arizona State School Board and the Amphitheater School District define two groups of teachers. Group A teachers have valid and reliable student progress data for their student population and content area for a total of three years; Group B teachers do not. As a result, only Group A teachers are evaluated directly on the progress of students in their classroom. Both groups are evaluated on the progress of all students in their school.

For 2022-2023, weights for inclusion of student progress data are:

Group A teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observations)	80%
Classroom-level student progress (Classroom OWA)	10%
School-level student progress (School OWA)	5%
School-level other indicators of effectiveness (Other Indicators OWA)	5%

Group B teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observations)	80%
School-level student progress (School OWA)	15%
School-level other indicators of effectiveness (Other Indicators OWA)	5%

The measures, as appropriate for the grade levels, are:

School-level student progress (School OWA) (academic growth; 5% for Group A, 15% for Group B teachers)

- AzMERIT – 2016-2017, 2017-2018, 2018-2019
- NWEA MAP – 2016-2017, 2017-2018, 2018-2019
- DIBELS Next – 2016-2017, 2017-2018, 2018-2019

Note: All testing was cancelled for the Spring of 2020. Therefore, 2019-2020 data will not be available. 2021 data is limited due to the reduced number of test takers.

School-level other indicators of effectiveness (5% for both Groups A and B)

- 2018-2019 ADE A-F school accountability label (6.5%; that is, half of the weight of the "Other Indicators")
- Advanced Placement testing and passing rates (high school only)
- College/career readiness (high school only)
- AdvancED
- Student Survey Results

College Ready Indicators (High School)		
Meets all 16 Arizona Board of Regents Program of Study Requirements	Earns a Grand Canyon Diploma or International Baccalaureate Diploma	Passing score on AzMERIT Algebra 2 or ELA 11
Meets cut score ACT English ≥ 18, Reading ≥ 21, Math ≥ 22, Science ≥ 20	Meets cut score SAT	Meets cut score ≥ 3 on AP exam
Meets cut score ≥ 50 on CLEP	Meets cut score on Cambridge A or AS (passing letter grade)	Meets IB cut score ≥ 5
Meets cut score on ACCUPLACER English ≥ 96, Reading ≥ 79, Arithmetic ≥ 66	Meets cut score on ALEKS	Meets cut score on COMPASS English ≥ 88, Math ≥ 81

~~Meets cut score on Cambridge IGCSE exams~~	~~Passes a college level English, Math, Science, Social Studies or Foreign Language course~~	
~~Submits the FAFSA is both college and career~~	~~Passes a CTE course for which college credit can be earned with an A, B, or C~~	~~Completes a CTE course with an A, B, or C~~
~~Earns industry recognized credential, certification or license see State Board approved list~~	~~CTE sequence and passes technical skills assessment~~	~~Meets benchmarks score ≥ 35~~
~~Meets benchmarks (silver level or higher) for ACT Work Keys~~	~~Completes well defined work-based learning of at least 120 hours~~	

School Summary Report Information and Sample

Each school principal receives a School ~~Summary~~ Summary Report at the beginning of the school year. This shows ~~two weighted averages~~scores for two areas: ~~for~~ school-level academic measures—the School Level ~~OWA~~ CGI and the Other Indicators ~~OWA~~. The School Level ~~Weighted Average~~CGI is a measure of the academic growth of all students. The Other Indicators ~~OWA~~ measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12. ~~AZ Learns labels for the school, and student survey results. High schools include additional measures of school effectiveness in the Other Indicators Average, including Advanced Placement (AP) passing rate and College and Career Readiness indicators. Reports are based on three years of data.~~

The student progress ~~OWA's~~ CGI's are reported on the ATPES evaluation document under Domain 5.

The sample below shows a portion of an elementary School Summary ~~r~~Report:

Happy Elementary — School Summary Report — sy 2016-17, 2017-18, 2018-19 — overall weighted average of **Academic Growth Rubrics**: 3.09

Math

AzMERIT Growth

2017-18 Grade	cnt	Observed Growth	Observed to Expected Growth Ratio	Ratio w 86% CI	1-4 Rubric
04	118	5.81	-2.64	0.06	1.00
05	87	15.56	0.07	1.20	3.00
stu count:	**205**				

AzMERIT Passing

2017-18 Grade	cnt	Observed Growth	Observed to Expected Growth Ratio	Ratio w 86% CI	1-4 Rubric
02	68	30.12	2.13	2.25	4.00
03	67	14.34	1.15	1.22	3.00
04	93	13.10	1.13	1.22	3.00
05	83	11.63	1.12	1.22	3.00
stu count:	**311**				

SCHOOL SUMMARY REPORT

School: **Happy Elementary** **School Summary Report**

School Year: **2022-2023** **School Level Conditional Growth Index ATPES** **3.3**

READING/LANGUAGE ARTS **CGI: .80** **%ile: .787**

SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42

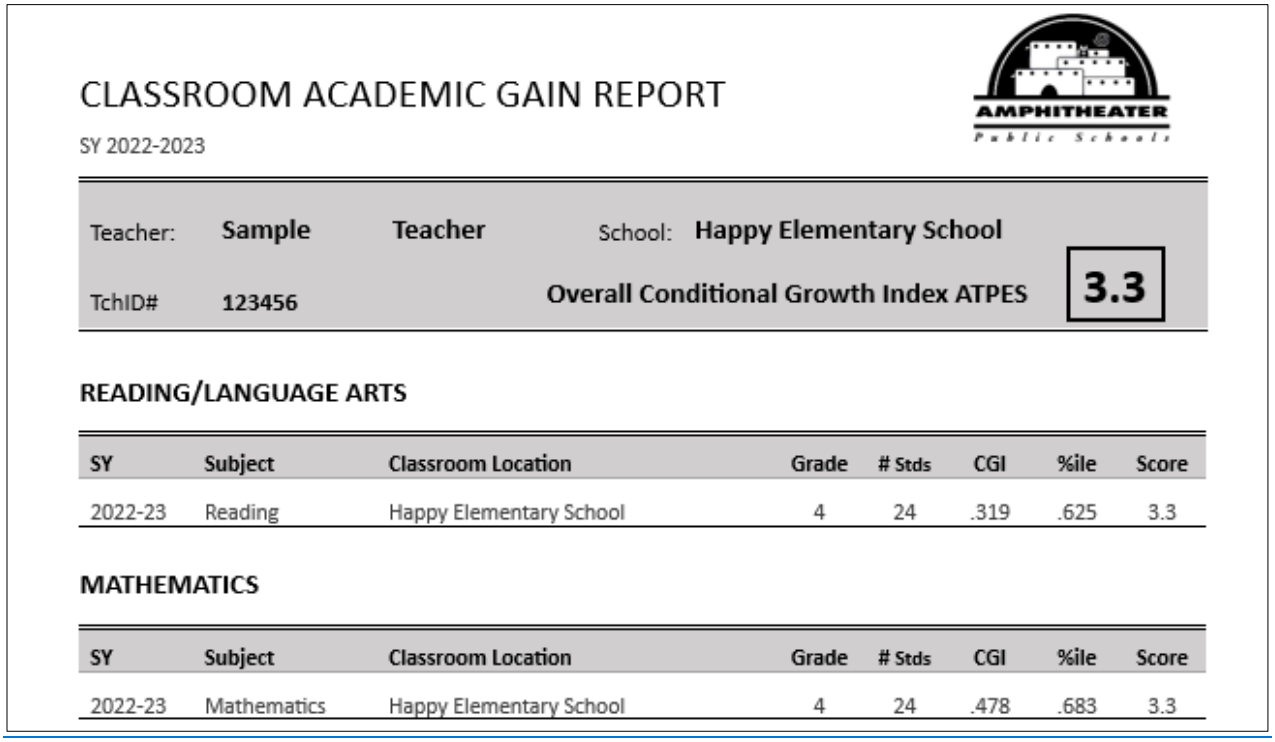
MATHEMATICS **CGI: 1.17** **%ile: .785**

SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The ~~Weighted Average~~overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The ~~All~~ Classroom Academic Gain ~~History R~~report~~s~~ shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher. ~~three years of growth on AzMERIT and/or NWEA depending on the grade taught.~~

The sample below shows a cut-away portion of a report for an ~~middle~~ elementary school ~~math~~ teacher.



CLASSROOM ACADEMIC GAIN REPORT

SY 2022-2023

AMPHITHEATER Public Schools

Teacher: **Sample Teacher** School: **Happy Elementary School**

TchID# **123456** **Overall Conditional Growth Index ATPES** **3.3**

READING/LANGUAGE ARTS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3

MATHEMATICS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Classroom Gain History Report

Earnest Frank sy 2016-17, 2017-18, 2018-19 **Academic Performance Rubric**

TchID# 0000 Current School: **My School** **Overall Weighted Average** **3.22**

Math NWEA sy	Classroom Location	Grade	cnt	Observed Growth	Observed to Expected Growth Ratio	Ratio w 86%CI	1-4 Rubric
2017-18	My School	06	13	8.77	1.25	1.48	3.0
2017-18	My School	07	102	5.67	0.88	1.03	3.0
2017-18	My School	08	8	11.13	2.17	2.77	4.0
		sy student count:	**123**				
2016-17	My School	06	16	4.44	0.58	0.79	2.0
2016-17	My School	07	59	5.80	0.95	1.18	3.0
2016-17	My School	08	3	11.33	2.22	3.24	4.0
		sy student count:	**78**				
2015-16	My School	06	10	5.40	0.75	1.16	3.0
2015-16	My School	07	18	3.83	0.71	1.10	3.0
2015-16	My School	08	63	5.46	0.85	1.05	3.0
		sy student count:	**91**				

Math Weighted Average **3.22**

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain ~~History~~ Report

~~**School Overall Weighted Average**~~**School Level Conditional Growth Index ATPES:** This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data ~~-~~that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are ~~weighted by the number of students in that group and averaged~~calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The ~~School~~ Overall ~~Weighted Average~~Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES~~**Classroom Overall Weighted Average**~~**:** The Classroom Academic Gain ~~History~~ Report for Group A teachers typically shows three ~~weighted averages~~scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught ~~each year~~during the previous year.

~~**Cnt**~~**# Stds:** The number of students with a pre and posttest in that assessment for that grade and year.

~~**Observed Growth**~~**CGI:** ~~The actual average student growth from pretest to posttest.~~The conditional growth index score for that group of students.

~~**Observed to Expected Growth Ratio:** The actual average student growth for this group of students divided by the expected growth for a similar group of students. For example, a ratio of 1.0 means the group grew in one year exactly as much as similar Amphi students grew in the past. A ratio of 0.5 means they only made half as much progress, and a ratio of 1.5 means they made progress equivalent to 1.5 years.~~

%Ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

~~**Ratio with 86% CI:** A confidence level (CI) is a statistical adjustment. This adjustment sets up a range that most likely contains the true score. In other words, it allows for a fairer estimate of the group's true average and adjusts for potential measurement errors. In this case, the upper "borderline" scores adjust to the higher rubric range.~~

~~**1-4 Student Progress Rubric:** The Observed to Expected Growth Ratio with 86% CI is compared to four levels of student gains:~~

~~4 Students made 1.5 years' progress or more~~
~~3 Students made from 1 to 1.5 years' progress~~
~~2 Students made from 0.5 to 1 year's progress~~
~~1 Students made less than 0.5 year's progress~~

~~Measures such as AZ-Learns labels that do not show gains set a rubric score of 3 as "expected" performance. Higher performance rates a 4, and lower performance rates a 2 or a 1.~~

~~**Weighted Average:** The rubric score for each measure is weighted by the number of students in that group when it is averaged.~~

WHAT MAKES UP THE ~~OWA?~~CGI Score?

Assessments and Measures of Student Academic Progress: ~~Overall Weighted Average (OWA)~~CGI

~~Assessment/Measure~~	~~Grade Level~~	~~School~~	~~Classroom~~
~~Growth measures~~			
~~NWEA MAP~~	~~2-9, fall-spring growth~~	~~yes~~	~~yes~~

~~AzMERIT pass rate (3 years)~~	~~3-12~~	~~yes~~	~~no~~
~~AzMERIT growth~~	~~3-8~~	~~yes~~	~~yes~~
~~DIBELS Next~~	~~K, 1~~	~~yes~~	~~no~~
~~Other measures of school effectiveness~~			
~~ADE A-F school accountability label~~	~~All~~	~~yes~~	
~~District A-F school accountability label~~	~~All~~	~~yes~~	
~~AP testing, passing rates~~	~~High school~~	~~yes~~	
~~College/career readiness~~	~~High School~~	~~yes~~	
~~AdvancED Student Survey Data~~		~~yes~~	

Assessment/Measure	**Grade Level**	**School**	**Classroom**
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

~~**Important:**~~
~~**Due to the COVID-19 pandemic, all student progress data from 2019-2020 and 2020-2021 will not be used.**~~

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have ~~three years~~one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessments~~, are new teachers with fewer than three years of data,~~ or have too few students with gains to be evaluated on them.

	~~2021~~2023-~~2022~~2024
Group A Teachers	
Indicators of quality teaching (classroom observation)	**~~80~~ 75 %**
Classroom-level student progress (Classroom ~~OWA~~CGI)	**~~10~~ 15 %**
School-level student progress (School ~~OWA~~CGI)	**5 %**
School-level other indicators of effectiveness	**5 %**
(Culture & Climate Survey 2.5~~School AZ Learns label 6.5~~%~~;~~)	
(~~Other school measures~~4-Year Graduation Rate 2~~6~~.5%)	
Group B Teachers	
Indicators of quality teaching (classroom observation)	**~~80~~ 75 %**
School-level student progress (School ~~OWA~~CGI)	**~~15~~ 20 %**
School-level other indicators of effectiveness	**5 %**
(Culture & Climate Survey 2.5%)	
(4-Year Graduation Rate 2.5%)	
~~(School AZ Learns label 6.5%;~~	
~~Other school measures 6.5%)~~	

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher's label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS § 15-537.

- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher
A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher
A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and; who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance
An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation
An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation
Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan
A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance
A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation
The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice
Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent
Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher
A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan
A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress
Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications
The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, ~~or,~~or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, ~~conferencing~~conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.

2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation.
   All teachers are provided with a copy of the ATPES prior to classroom observations.

3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.

4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.

5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.

6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
   a. No conference is <u>required</u> for informal visits.
   b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
   c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
   d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

7. One (1) formal observation shall occur prior to April 10th using the following procedures:
   a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.

   b. The teacher will submit a written lesson plan in advance of the observation.

   c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.

   d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.

e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.

9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.

10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.

11. Professional growth plans may be developed as appropriate.

12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.

13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
    a. A teacher receives a rating of "1" on any Indicator or Domain
    b. A teacher receives a rating of "1" on a Domain or the majority of a Domain's indicators

14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any indicator or domain.

15. The evaluation of a continuing teacher shall be completed no later than April 10th.

16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.

17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
    - One copy to teacher
    - One copy for school file
    - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.

   a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.

   b. No conference is <u>required</u> for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.

   c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.

   d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:

   a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.

   b. The teacher will submit a written lesson plan in advance of the observation.

   c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.

8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of "1" on any Indicator or Domain or the majority of a Domain's indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:

    - One copy to teacher
    - One copy for school file
    - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff. All staff members are informed of their Group A or Group B status.	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms due for all teachers	Formal Observation Conference ATPES forms due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom ~~OWA~~ CGI is for Group A teachers only, and ~~is~~ corresponds to the Classroom Overall ~~Weighted Average (OWA)~~Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain ~~History~~ Report. The ~~OWA~~ classroom CGI is recorded in ~~Domain 5~~ the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level ~~OWA~~ CGI is for all teachers, and is the Academic Growth ~~average~~ score reported in the School Summary report. ~~This is already filled in on Domain 5 for the ATPES evaluation instrument for each school~~The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators ~~OWA~~ component is for all teachers, and is reported in the School Summary report. ~~This is already filled in for the ATPES evaluation instrument for Domain 5 for each school.~~This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual ~~weighted average over a three-year period~~CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see regulation GCO-R.

APPENDIX A

EVALUATION SYSTEM FORMS

Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

2023-2024

School *Sample K8 School*
Teacher last name *Teacher*
Teacher first name *Sample*
Content Area/Grade Level
Group **Group B**
Date informal evaluation
Date formal evaluation
Evaluator name

		Rating	Weighted Values
DOMAIN 1: Planning and Preparation			
1a	**Demonstrating Knowledge of Content and Pedagogy** • Content knowledge • Prerequisite relationships • Content pedagogy	3	3.2
1b	**Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	3	3.2
1c	**Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	3	3.2
1d	**Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students	3	3.2
1e	**Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	3	3.2
1f	**Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	3	3.2
	Domain 1 Overall Averages	**3**	**3.20**

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
2a	**Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with students	3	3.2
2b	**Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work	3	3.2
2c	**Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	3	3.2
2d	**Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior	3	3.2
2e	**Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources	3	3.2
	Domain 2 Overall Averages	**3**	**3.2**

		Rating	Weighted Values
DOMAIN 3: Instruction			
3a	**Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	3	3.2
3b	**Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation	3	3.2
3c	**Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	3	3.2
3d	**Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	3	3.2
3e	**Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence	3	3.2
	Domain 3 Overall Averages	**3**	**3.2**

1d	**Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students	3		3.2	
1e	**Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	3		3.2	

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
4a	**Reflecting on Teaching** • Accuracy • Use in future teaching	3	3.2
4b	**Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records	3	3.2
4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program	3	3.2
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3	3.2
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3	3.2
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3	3.2
	Domain 4 Overall Averages	**3**	**3.20**

DOMAIN 5: Student Progress Data (using CGI Model)			
Classroom Academic Growth (Group A only) Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time	N/A	Not used for this teacher	
School Academic Growth Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.67	School Weighted Academic Growth Average	2.67
School Other Indicators Other measures of school effectiveness High School 4 Year Graduation Rate	3.08	School Weighted Average of Other Measures	3.08

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher

Weighted Rating Points - All Domains	**3.088**

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	**3.088**

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

1f	**Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	3		3.2

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

_____ Results of evaluation require Needs Improvement Plan*
_____ Professional Growth Plan attached

_____ _____
Teacher's signature Date

_____ _____
Evaluator's signature Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.
____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)
____ NOT APPLICABLE (specify reason): _____
____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

3c	**Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	3		3.2
3d	**Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	3		3.2
3e	**Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence	3		3.2
	Domain 3 Overall Averages	**3**		**3.2**
		Rating		Weighted Values
DOMAIN 4: Professional Responsibilities				
4a	**Reflecting on Teaching** • Accuracy • Use in future teaching	3		3.2
4b	**Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records	3		3.2
4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program	3		3.2
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3		3.2
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3		3.2
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3		3.2
	Domain 4 Overall Averages	**3**		**3.20**

DOMAIN 5: Student Progress Data			
Classroom OWA (Group A only)			
Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time		**Classroom Weighted Average**	0
School Academic OWA			
Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.82	**School Weighted Growth Average**	2.82
School Other OWA			
	2.94	**School Weighted Average of Other Measures**	2.94
Other measures of school effectiveness			

Weighted Rating Points	**2.848**

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels	
	Group A
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Based on the criteria above, this teacher is classified as Effective

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: See Attached Narrative

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

___ Results of evaluation require Needs Improvement Plan*

___ Professional Growth Plan attached

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

___ I RECOMMEND that this employee be offered a contract for the ensuing year.

___ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)

___ NOT APPLICABLE (specify reason):_____

___ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Evaluator:** _____
Date/Time: _____

DOMAIN 1: Planning and Preparation	**Evidence**
1a Demonstrating Knowledge of Contend and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy	**Teacher behaviors that positively impact student learning:** •
1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	**Recommendations for continuous improvement include:**
1c Setting instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	
1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students	
1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	
1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	
DOMAIN 2: The Classroom Environment	**EVIDENCE**
2a Creating and Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students	**Teacher behaviors that positively impact student learning:** •
2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work	**Recommendations for continuous improvement include:**
2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	
2d Managing Student Behaviors • Expectations • Monitoring behavior • Response to misbehavior	
2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	**Teacher behaviors that positively impact student learning:** • **Recommendations for continuous improvement include:**
3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation	
3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	
3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	
3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • persistence	
DOMAIN 4: Professional Responsibilities	**EVIDENCE**
4a Reflecting on Teaching • accuracy • use in future teaching	**Teacher behaviors that positively impact student learning:** • **Recommendations for continuous improvement include:**
4b Maintaining Accurate Records • student completion of assignments • student progress in learning • non-instructional records	
4c Communicating with Families • about instructional program • about individual students • engagement of families in instructional program	
4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	
4e Growing and Developing Professionally • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	
4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model
Narrative Comments

Teacher:_____Date:_____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher:_____School:_____

Grade/Subject Observed:_____Date of Observation:_____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature:_____Date:_____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher:_____School:_____

Grade/Subject Observed:_____Date of Observation:_____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature:_____Date:_____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

IMPROVEMENT PLAN

Teacher:_____School:_____

Grade/Subject:_____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint)

Progress Check Dates:	Rating:	Initials:
_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

P	Performance meets the expected standard. Plan may be terminated.
CP	Plan should be continued.
NP	Progress not made as specified in plan.

FINAL ASSESSMENT

___Performance Meets Expectations

___Performance Does Not Meet Expectations

Teacher's Signature: _____Date:_____

Evaluator's Signature:_____Date:_____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

1) What content will be addressed in this lesson?

2) What are the expected outcomes/objectives?

3) How does this lesson fit with previous or future lessons?

4) What assessments will be used?

Domain 4

1) How do you maintain student records/grades?

2) Discuss how you communicate with families?

3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?

4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES

Optional Listing of Professional Activities

Name:_____ Date:_____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature:_____ Date:_____

Administrator's Signature:_____ Date:_____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____ School: _____

Grade Level/Subject Area: _____ Date: _____

Goal for your own professional growth:			
My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	**Topic:**	**Lesson # _____ in a series of _____ lessons**
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	**Interdisciplinary Concepts:**	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s) **Formative Monitoring (Questioning / Discussion):** **Summative Assessment (Quiz / Project / Report):** **Student Self-Reflection:**		

Lesson Plan

Teacher Name:_____Date:_____

School:_____Subject/Grade: _____

Learner Objectives AZCCSS	Teaching Procedures	Materials	Assessment of Learner Progress	Special Needs

Comments

Lesson Plan

Teacher Name: **School:**

Subject/Grade:

Date:

Learning Objective: (What do you want students to know and be able to do? What is the intended learning?)

Arizona College and Career Ready Standards, or other content specific standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Special Class characteristics: (What modifications will be in place for special needs learners and accelerated learners?)

Closure: (How will the intended learning be summarized by the students?)

Materials and Resources:

[Based on the Essential Elements of Instruction, (EEI)]

ELEMENTARY READING/LANGUAGE ARTS LESSON PLAN TEMPLATE (PAGE 1 OF 2)

Grade Level: _____ **Module: _____** **Week/Day: _____**

Theme:
_____

Essential Question: _____
(Example: What makes a character interesting?)

Text/Genre:
_____

Standards

Foundational Skills (Spelling, Vocabulary, Grammar, Phonics, Decoding)

Guided Practice: Reading/Shared Reading **Duration**

Materials/Targeted Resources/Online Resources:

Instruction:

Small Group Instruction **Duration**

Materials and Targeted Resources/Online Resources:

Instruction:

READING/LANGUAGE ARTS LESSON PLAN TEMPLATE (PAGE 2 OF 2)

Communication/Writing Workshop	**Duration**	**Notes:**
Materials/Targeted Resources/Online Resources: **Instruction:**		
Differentiation/Intervention		
Literacy Centers (List)		
Assessments		
SEL Focus (Example: Responsible Decision Making)		
Inquiry Project		

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading:
(Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	**GMC:** (Goal for Mathematical Content): **(SMP) (GMP):** (Standards/Goals for Mathematical Practice): **(✓ACI):**

Part 1: Core Instruction (20-30 minutes)	
New Content Purpose: ♦ Introduce new concepts, skills and games	Activity:

Summary/Closure (5 minutes)

Purpose:	Activity:
Can occur to summarize the learning of the focus activity	
Part 2: Core Instruction Continued (10-20 minutes)	
Practice Purpose: ♦ Provide distributive practice by revisiting an earlier focus ♦ Essential part of core	Activity:
Home Link Purpose: involves parents in math education, follows-up to classroom activities	
Connections Purpose: suggestions for additional ways to explore content in other areas	

On-Going Daily Routines (10 minutes for debriefing) pages 2-29 in Vol. 1 of the Teacher's Guide	
Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	
Weather/Temperature	
Survey	

1st-2nd Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI)

Daily assessment opportunity, provides expectation of the portion of the standard

Informs your instruction, fair to grade

GMC: (Goal for Mathematical Content):

(SMP) (GMP): (Standards/Goals for Mathematical Practice):

(✓ACI):

Part 1: Warm Up (5 minutes)	**Tasks for Lesson _____**
Mental Math & Fluency Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
Math Message (5 min) Purpose: introduction to the lesson using a problem new to students	
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities	
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.	

Summary/Closure (5 minutes)	
Purpose: summarizes learning of Part 2 (the focus activities)	

Part 3: Practice (10-20 minutes)	
Practice Activities **(Game or activity)** Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes Purpose: reviews skills and concepts students have seen to this point	
Home Link Purpose: provides practice and informs family about daily learning	

On-Going Daily Routines (10 minutes for debriefing)

3rd- 5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	**GMC:** (Goal for Mathematical Content): **(SMP) (GMP):** (Standards/Goals for Mathematical Content): **(✓ACI):**

Part 1: Warm Up (5 minutes)	**Fill in Tasks below for lesson _____.**
Mental Math & Fluency Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	
Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
Math Message (5 min) Purpose: introduction to the lesson using a problem new to students	
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities	
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.	
Summary/Closure (5 minutes)	
Purpose: summarizes learning of Part 2 (the focus activities)	
Part 3: Practice (10-20 minutes)	
Practice Activities **(Game or activity)** Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes: Purpose: reviews skills and concepts students have seen to this point	
Home Link: Purpose: provides practice and informs family about daily learning	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

☐ Kinder ☐ Grade 1 ☐ Grades 2-3 ☐ Grades 4-5 ☐ Grades 6-8 ☐ Grades 9-12

English Proficiency Levels:

☐ Pre-E/Emergent ☐ Basic ☐ Intermediate ☐ Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?)*:

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction)*:

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback)*:

Practice & Application *(Meaningful activities, interaction, strategies, feedback)*:

Review & Assessment *(review objectives and vocabulary, assess learning)*:

Modifications & Extension:

APPENDIX D

AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM

AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the "Alternative Evaluation" system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?
Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?
No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?
The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
    a. Mentoring a teacher new to the profession (within their first two years) documenting mentoring sessions at least twice per month.
    b. Mentoring a teacher who is changing grade levels or teaching assignment (e.g., moving from first grade to fifth grade, moving from the regular classroom to special education, implementing an inclusion model, etc.) documenting mentoring sessions at least twice per month.
    c. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
    d. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
    e. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one)

Mentoring New Instructional Practice Master's Degree NBTC

Professional Developer

Objectives:	**Activity:**	**Timeline:**	**Evidence of Impact:**

Teacher's Signature: _____ Date: _____
Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
Administrator Comments:

Teacher Comments:

Principal Signature: _____
Teacher Signature: _____

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM

Teacher Self-Reflection Form

Teacher's Name: _____ School: _____
Date: _____
Reflection on (circle one): Mentoring New Instructional Practice
Master's Degree Work National Board Teacher Certification
Professional Development

Reflect on you work this year on mentoring, learning a new practice, conducting professional development, working on your Master's degree, or working on your National Board Teacher Certification. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

MEMBERS ON THE ATPES COMMITTEE

2023~~2~~-2024~~3~~

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	~~Principal, Holaway Elementary School~~ Assistant Principal, Ironwood Ridge High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Margaret Hervert	Intervention Teacher, Rio Vista Elementary School
Kayla Holder	~~First Grade Teacher~~ CIISS, Walker Elementary School
Kris Holt	~~Instructional Coach~~School Improvement Specialist, Prince Elementary School
David Humphreys	Assistant Principal, Amphitheater High School
Elizabeth Jacome	Director of Curriculum and Assessment
~~Dianna Kuhn~~	~~Principal, Rio Vista Elementary School~~
Shannon Langley	~~SPED Teacher~~EL District Coordinator, ~~Amphitheater Middle School~~Language Acquisition
Renee Lustenberger	Teacher, Cross Middle School
Matthew Munger	Associate Superintendent for Secondary Education
Christine Sullivan	Principal, Wilson K-8 School
Jason Weaver	~~Wetmore,~~ Program Evaluation Data Analyst, Wetmore

~~(Due to the COVID-19 pandemic, the committee did not meet in the 2020-2021 and had one meeting in the 2021-2022 school year.)~~

Amphitheater Teacher Performance Evaluation System

THE FRAMEWORK FOR TEACHING: DANIELSON MODEL

2023-2024

Full alignment with the Danielson Framework for Teaching

"THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS INCREDIBLY COMPLEX WORK. IT'S A THINKING PERSON'S JOB."-DANIELSON GROUP

AMPHITHEATER
Public Schools

GOVERNING BOARD

Deanna M. Day, M.Ed., President
Vicki Cox Golder, Vice President
Scott K. Baker, Ph.D.
Matthew A. Kopec
Susan Zibrat

DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Tassi Call, Associate Superintendent for Elementary Education
Matthew Munger, Associate Superintendent for Secondary Education
Scott Little, Chief Financial Officer

TABLE OF CONTENTS

AMPHITHEATER PUBLIC SCHOOLS VISION, MISSION & BELIEFS

Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

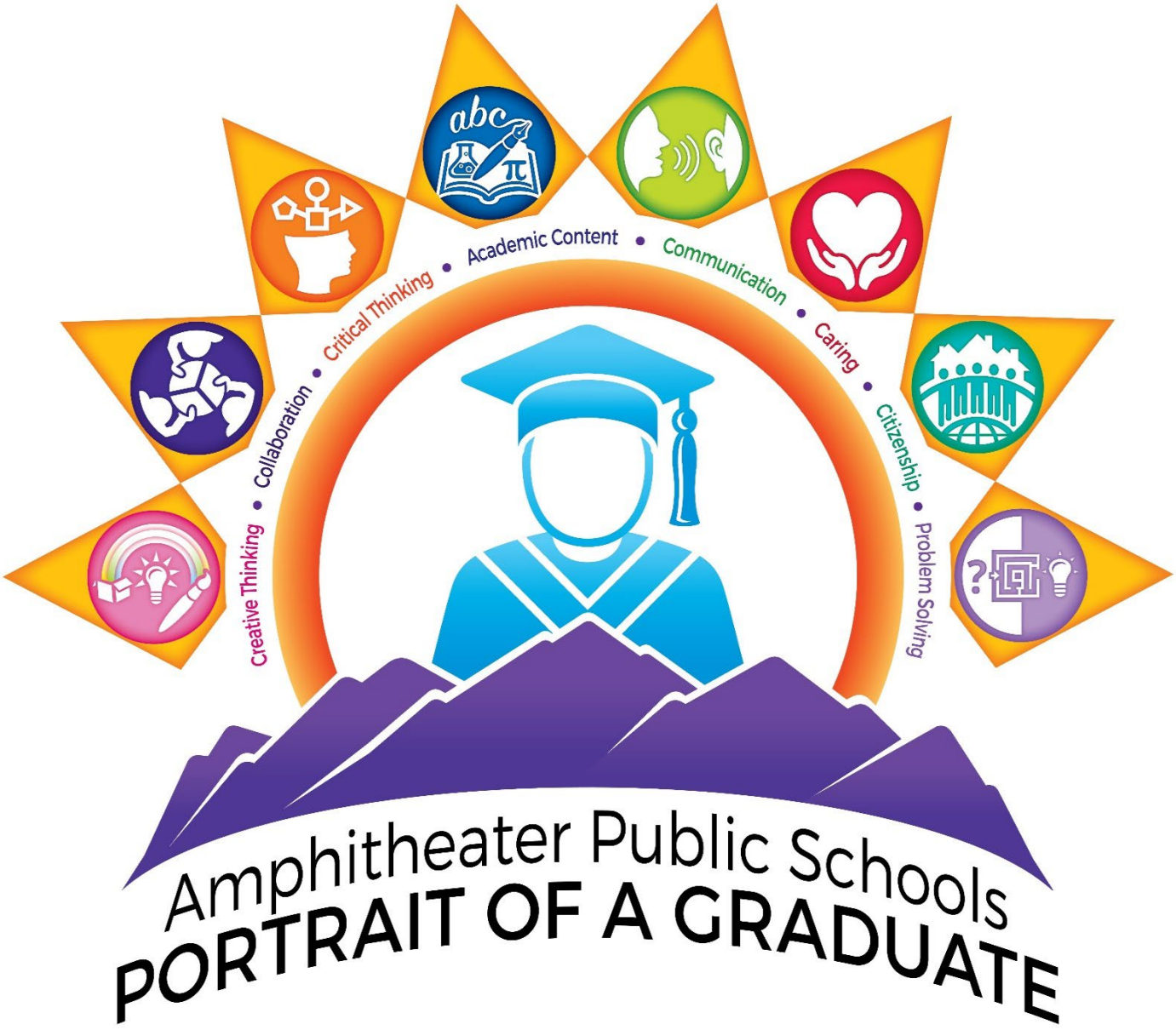
To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

We Believe

- All students can learn and achieve;
- Everyone has unique strengths, talents, and needs;
- All students and staff should be responsible for and dedicated to educational excellence;
- Education requires cooperation, honesty, and respect among the students, parents, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.


Creative Thinking • Collaboration • Critical Thinking • Academic Content • Communication • Caring • Citizenship • Problem Solving
Amphitheater Public Schools
PORTRAIT OF A GRADUATE

Amphitheater Public Schools Students *are academically prepared by:*

- Demonstrating proficiency in Reading, Writing, Social Sciences, Science, Mathematics, and the Arts
- Building a foundation of information and skills needed to solve problems, think creatively, and critically, function as a citizen, and collaborate with others
- Demonstrating growth as measured by multiple and varied assessments
- Completing content area coursework and programs
- Demonstrating digital literacy
- Preparing for a college and/or career pathway

Amphitheater Public Schools Students *communicate clearly by:*

- Expressing ideas through the creation of authentic products using a combination of words, symbols, data, behavior, and visual representations to inform, persuade, and entertain others
- Preparing and delivering effective oral and written presentations; fielding questions to demonstrate conceptual understanding and knowledge, with details about the inquiry process
- Practicing communication techniques which share information in multiple formats to create meaning and foster mutual understanding
- Listening effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Amphitheater Public Schools Students *demonstrate critical thinking by:*

- Researching, identifying, collecting, and analyzing relevant information in order to make sound judgments and decisions based on effective reasoning
- Applying systems thinking models/processes including the engineering design process, scientific inquiry process, and logic
- Identifying, defining, and examining real-world issues and essential questions
- Reflecting critically on learning experiences, processes, and solutions

Amphitheater Public Schools Students *collaborate with others by:*

- Working productively with others for sustained periods of time to address a need and create high quality products and solutions
- Demonstrating ability to work effectively and respectfully with diverse teams
- Exercising flexibility and willingness to compromise to accomplish a goal
- Assuming shared responsibility for collaborative work, and value the individual contributions made by each team member

Amphitheater Public Schools Students *show caring and kindness by:*

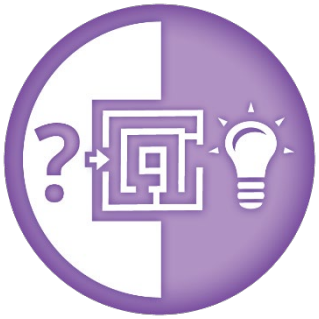
- Including all members of the community to foster a sense of belonging
- Being respectful of others' unique strengths, talents, beliefs, and needs
- Recognizing and righting wrongs
- Being helpful and encouraging
- Sharing gratitude and appreciation

Amphitheater Public Schools Students *demonstrate creative thinking by:*

- Using a wide range of techniques to generate and develop ideas
- Demonstrating flexibility, fluency, originality, and elaboration with the courage to explore new and worthwhile ideas
- Elaborating, refining, analyzing, and evaluating their own ideas in order to improve and maximize creative efforts
- Demonstrating inventiveness in work and understand the real-world limits to adopting new ideas
- Viewing failure as an opportunity to learn; understanding that creativity and innovation is a cyclical process of small success and frequent mistakes
- Acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Amphitheater Public Schools Students *evidence good citizenship by:*

- Understanding and preparing for their participation in the democratic process
- Following and supporting community rules
- Communicating effectively in diverse environments and showing cultural understanding and global awareness
- Demonstrating honesty, respect, responsibility, courage, and fairness to build positive relationships
- Serving their community



Amphitheater Public Schools Students *practice problem solving by:*

- Recognizing and thinking through problems strategically and logically
- Persisting in developing relevant and concrete solutions
- Evaluating the effectiveness of solutions and adapting and revising as appropriate
- Knowing and using problem-solving processes
- Applying problem-solving processes to real-world problems in a variety of contexts

FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Teacher Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective teaching performance in each area of the teacher's classroom performance.
2. An assessment of the competencies of teachers as related to the criteria.
3. Actual classroom observations which meet specified frequency and duration requirements.
4. Specific and reasonable plans for the improvement of teacher performance.
5. Student academic progress data deemed valid and reliable for the teacher being evaluated.
6. Appeal procedures for teachers disagreeing with the evaluation, if the evaluation is used as criteria in determining compensation.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus, librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. (Complete statutory guidelines for teacher evaluation systems may be found in ARS § 15-203, *et seq*. and ARS § 15-537, *et seq.*) This manual, as well as Governing Board Policy *GCO* and its corresponding administrative regulations, describes Amphitheater District's philosophy and policies related to certificated teacher evaluation. Where any provision or expression of District philosophy, policies, regulations, or the content of manual may exist, and state statues and other laws shall always control, in accordance with law.

The Associate to the Superintendent or a designee is responsible for monitoring the implementation of this system in accordance with law. In addition, the Associate to the Superintendent or designee shall submit an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Teacher Performance Evaluation System.

ATPES DEVELOPMENT

The Amphitheater Teacher Performance Evaluation System is developed through a collaborative process involving district teachers and administrators. A committee consisting of teachers and evaluators, representing various grade levels, and district administrators regularly reviews and, as appropriate, recommends revision of the evaluation system based upon input from evaluators and teachers.

In 2010, the Arizona Legislature required that the Arizona State Board of Education (SBOE) adopt a framework for a teacher evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes for teachers in Arizona. *See,* Senate Bill 1040, 49th Legislature, 2d Reg. Session. SB 1040 also required that school districts begin using a teacher evaluation instrument that meets the data requirements established by the SBOE beginning in school year 2012-2013. See also ARS 15-203. Since 2010, there have been additional and substantial changes made in the way that teachers are evaluated. Most recently, the Fifty-First Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). This newest law builds on changes also made in the 2012 legislative session (HB2823; Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Sections of the Arizona Revised Statutes which were affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

The recent uncertainty with respect to a new statewide measure of student achievement (such as the former AIMS) led to yet more legislative changes. (See, Senate Bill 1289, Chap. 76, 52nd Legislature, 1st Regular Session). In short, these changes allow school districts greater flexibility with respect to teacher evaluation outcomes given the uncertainty of the statewide measure.

On May 8, 2019, the Governor signed SB1070 which eliminates the requirement for the Arizona Department of Education to maintain a "model framework" for teacher evaluation and decreases the required percentage for student progress data weighting on the evaluations to 20%. The 2019-2020 recommendation from the ATPES Committee was to decrease the percentage on the student progress weight to align with this new law.

Since the 2010-2011 school year, a committee has regularly met to review the Amphitheater Teacher Performance Evaluation System (ATPES) and recommend appropriate revisions to comply with the requirements of all of the legislative directives, as those requirements evolved. The committee's work will continue as changes to, and implementation of, the changing laws progress. This ATPES manual and the evaluation instrument it contains represent the culmination of the committee's work to date. The procedures contained in this manual, as well as the evaluation instrument itself, have been approved by the Amphitheater Governing Board. Throughout the development of the ATPES, several concepts were considered:

- Arizona State Law, including the requirements of ARS 15-203 as described above, must be met.
- Arizona Professional Teaching Standards and research on best practices
- Teaching content should align with the Arizona College and Career Ready Standards and other curriculum requirements (e.g., International Baccalaureate®, Advanced Placement®), as applicable.
- Evaluation systems should target those areas most critical to both learning and success of students within the learning environment.
- No single way of learning or teaching should be prescribed for all teachers.

The evaluation process should reinforce sound instructional practices, identify areas for improvement, stimulate professional growth, encourage teacher self-reflection, and provide for collaboration between the teacher and the evaluator.

- An evaluation system should identify and address instructional and professional practices that do not meet district standards.
- Quantitative measures of student academic progress used to evaluate teacher performance must be valid and reliable.

- An evaluation system should be understandable and efficient.

In light of these concepts, the ATPES Committee recommended that the Amphitheater School District adopt the Danielson model of teacher evaluation for the 2019-2020 school year. The Danielson model includes a comprehensive and well-researched rubric for every indicator in the evaluation system. The rubric helps teachers to analyze their own performance and take the necessary steps to make progress in developing their instructional expertise.

The ATPES has long been an important part of the Amphi teaching and learning culture. The Overall Weighted Average (OWA) metric of student academic progress was a complex component of the larger ATPES framework. Given the impact of the COVID pandemic on state-mandated testing, our district was able to mitigate the challenges in replicating the OWA with new data and instead enabled teachers to retain the Classroom OWA that was last calculated in 2018-2019. Teachers new to Amphi since 2018-2019 used the School OWA. This "hold harmless" metric was used from 2019-2020 through the 2022-2023 school year.

For the 2022-2023 school year, Amphi piloted Academic Growth: The Z-Test Methodology Model. This pilot model was adopted to account for changes in state assessments that no longer provided Amphi the data needed to continue using the OWA metric. During the pilot year, the ATPES committee met and reviewed survey data and feedback. Based on this feedback, the Conditional Growth Index Model was approved and AMIRA assessments were removed from the Teacher and School Growth components beginning in the 2023-2024 school year.

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM
Danielson Model Domains

A description of each of the five domains of the evaluation instrument is provided below.

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development
- Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage
- Students' special needs

1c Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

1d Demonstrating Knowledge of Resources
- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning
- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

3a Communicating with Students
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy
- Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community
- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

Domain 5: Student Progress Data

Domain 5 will contain the Student Progress Data components as required by the State of Arizona . The metric used will be the Conditional Growth Index (CGI) model described further in this manual..

Classroom Academic Growth: For teachers with a minimum of 15 students with progress data in the subject they teach.

School Academic Growth: For all teachers based upon student progress data school-wide.

School-Level Other Indicators: Other school level factors taken into consideration such as the Amphitheater Culture and Climate Surveys and 4-Year High School Graduation Rates. .

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Alignment with the Arizona Professional Teaching Standards

The Amphitheater Teacher Performance Evaluation System (ATPES) Danielson model is aligned with the Arizona Professional Teaching Standards (from INTASC). The following chart illustrates this alignment:

Arizona Professional Teaching Standards	ATPES Domains/Danielson Model
Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Domain 1**
Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Domain 1** **Domain 2**
Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Domain 2**
Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**Domain 1**
Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Domain 1** **Domain 3**
Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Domain 1**
Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Domain 1**
Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Domain 3**
Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Domain 4**
Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Domain 4**

https://www.azed.gov/sites/default/files/2016/10/AZ%20Professional%20Teaching%20Standards.pdf?id=57f6dbacaadebf0a04b269cd (Web link for Arizona Professional Teaching Standards)

TEACHER EVALUATION MODEL FOR 2023-2024

ACADEMIC GROWTH: THE CONDITIONAL GROWTH INDEX MODEL (CGI)

This model shares similarities to the Z-Test Methodology Model in that pre-test/post-test comparisons are made to determine growth. The primary difference is that the CGI model compares the actual observed growth a student made to the growth they were expected to make (individual growth target), whereas the Z-Test Model compared individual growth of each student to the average growth in the grade level. The CGI model accounts for how much a student exceeds their growth target and thus, compares students to his/her academic peers based on the same starting point (Fall RIT score).

Methodology:

The Northwest Evaluation Association (NWEA) uses the Conditional Growth Index score for growth comparisons to be made between students of differing achievement levels, across grades, and subject areas. The CGI is a normative growth metric that provides a standardized measure of observed growth compared to NWEA calculated growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject tested, and the amount of instructional time between the tests. A CGI score indicates the number of standard deviations above or below that growth norm. Therefore, an individual CGI score of zero indicates a student showed the same amount of growth as national growth norms. Positive CGI scores indicate growth that exceeded national norms, and negative CGI scores indicate growth that was less than national growth norms.

- Identify 2nd – 10th grade Reading and Math courses with at least 15 students with Pre/Post data (n>=15)
- Extract the Conditional Growth Index for each student using NWEA data. The Conditional Growth Index is calculated by NWEA for each student based on their Fall to Spring NWEA MAP assessment by subtracting projected growth from observed growth and dividing by the standard deviation.
- Convert the distribution of individual CGI scores into a group (class) score by calculating the normal distribution for the class, resulting in a CGI percentile.
- For School Academic Growth, use the Conditional Growth Index percentile for each grade level in grades 2 – 10, in Reading and Math using NWEA data.
- Convert the resulting percentile into an ATPES Growth Score using quintiles.

**Teachers with N < 15 receive the school-level growth score, which is derived using the same basic methodology*

CGI Percentile	ATPES Score
0-20%	1.3
20-40%	2
40-60%	2.7
60-80%	3.3
80-100%	4

For 2023-2024, weights for inclusion of student academic growth data following the CGI model are:

Group A teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
Classroom-level academic growth (CGI)	15%
School-level academic growth (CGI)	5%
School-level other indicators of effectiveness	5%
Amphi Culture & Climate Survey	
*High School Graduation Rates (*HS ONLY)*	

Group B teachers: 20% of evaluation total based on student progress data:

Indicators of Quality Teaching (Classroom Observation - Danielson)	75%
School-level academic growth (CGI)	20%
School-level other indicators of effectiveness	5%
Amphi Culture & Climate Survey	
*High School Graduation Rates (*HS ONLY)*	

School-Level Other:

In addition to student progress data, the school-level other category accounts for 5% of every teacher evaluation and is comprised of the Amphitheater Culture and Climate Surveys for K-12 teachers, as well as a High School Graduation Rate calculation for all 9-12 grade High School teachers.

- Survey results are a weighted average of Likert values from Staff, Parent, and Student surveys.
- Graduation rate uses a ratio or comparison of the 4 year graduation from each high school, compared to the state of Arizona 4 year graduation rate.

Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

2023-2024

School *Sample K8 School*
Teacher last name *Teacher*
Teacher first name *Sample*
Content Area/Grade Level
Group **Group B**
Date informal evaluation
Date formal evaluation
Evaluator name

		Rating	Weighted Values
DOMAIN 1: Planning and Preparation			
1a	**Demonstrating Knowledge of Content and Pedagogy** • Content knowledge • Prerequisite relationships • Content pedagogy	3	3.2
1b	**Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	3	3.2
1c	**Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	3	3.2
1d	**Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students	3	3.2
1e	**Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	3	3.2
1f	**Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	3	3.2
	Domain 1 Overall Averages	**3**	**3.20**

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
2a	**Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with students	3	3.2
2b	**Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work	3	3.2
2c	**Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	3	3.2
2d	**Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior	3	3.2
2e	**Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources	3	3.2
	Domain 2 Overall Averages	**3**	**3.2**

		Rating	Weighted Values
DOMAIN 3: Instruction			
3a	**Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	3	3.2
3b	**Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation	3	3.2
3c	**Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	3	3.2
3d	**Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	3	3.2
3e	**Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence	3	3.2
	Domain 3 Overall Averages	**3**	**3.2**

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
4a	**Reflecting on Teaching** • Accuracy • Use in future teaching	3	3.2
4b	**Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records	3	3.2
4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program	3	3.2
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3	3.2
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3	3.2
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3	3.2
	Domain 4 Overall Averages	**3**	**3.20**

DOMAIN 5: Student Progress Data (using CGI Model)			
Classroom Academic Growth (Group A only) Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time	N/A	Not used for this teacher	
School Academic Growth Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.67	School Weighted Academic Growth Average	2.67
School Other Indicators Other measures of school effectiveness High School 4 Year Graduation Rate	3.08	School Weighted Average of Other Measures	3.08

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher

Weighted Rating Points - All Domains	**3.088**

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	**3.088**

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

_____ Results of evaluation require Needs Improvement Plan*
_____ Professional Growth Plan attached

_____ _____
Teacher's signature Date

_____ _____
Evaluator's signature Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.
____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)
____ NOT APPLICABLE (specify reason): _____
____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

School Summary Report Information and Sample

Each school principal receives a School Summary Report at the beginning of the school year. This shows scores for two areas: school-level academic measures—the School Level CGI and the Other Indicators. The School Level CGI is a measure of the academic growth of all students. The Other Indicators measure includes the Culture and Climate Survey K-12 and High School graduation rate calculation for grades 9-12.

The student progress CGI's are reported on the ATPES evaluation document under Domain 5.

The sample below shows a portion of an elementary School Summary Report:

SCHOOL SUMMARY REPORT

AMPHITHEATER Public Schools

School: **Happy Elementary** **School Summary Report**

School Year: **2022-2023** **School Level Conditional Growth Index ATPES** **3.3**

READING/LANGUAGE ARTS **CGI: .80** **%ile: .787**

SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Reading	NWEA MAP Growth	2	52	.39
2022-23	Reading	NWEA MAP Growth	3	61	.72
2022-23	Reading	NWEA MAP Growth	4	58	1.65
2022-23	Reading	NWEA MAP Growth	5	55	.42

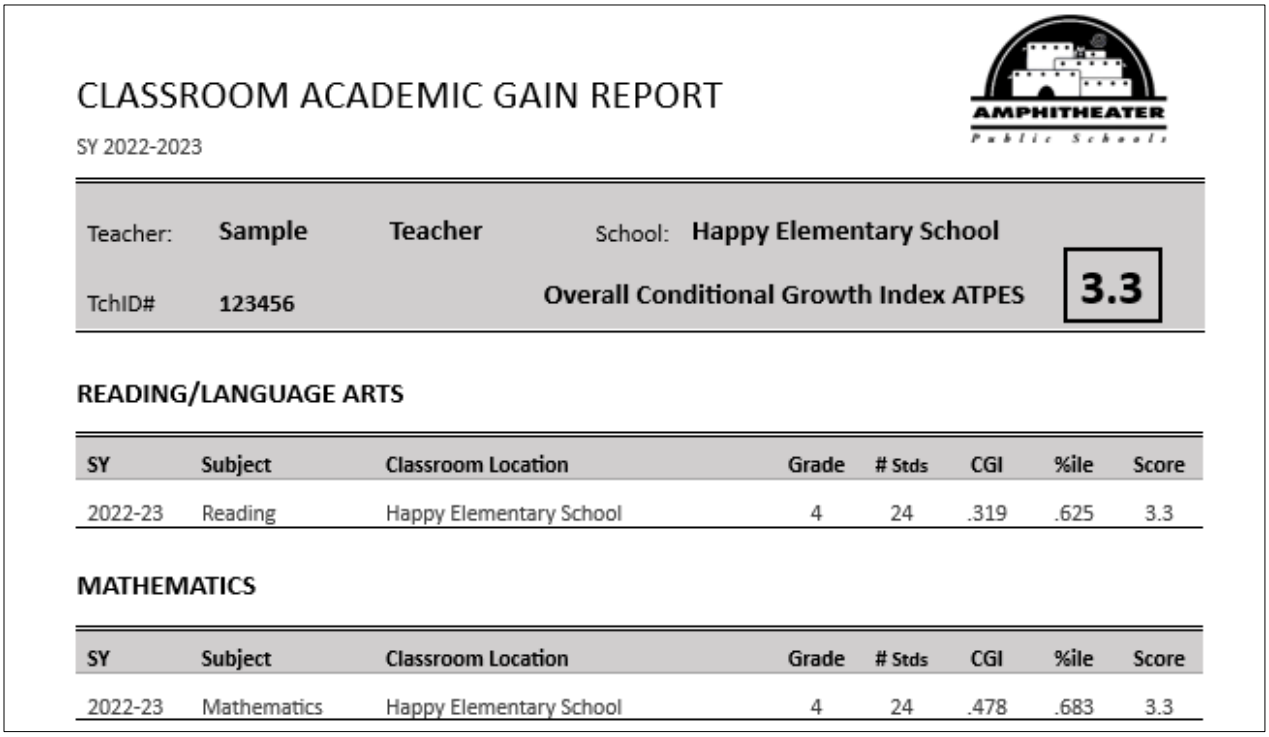
MATHEMATICS **CGI: 1.17** **%ile: .785**

SY	Subject	Assessment	Grade	# Stdnts	CGI
2022-23	Mathematics	NWEA MAP Growth	2	52	1.26
2022-23	Mathematics	NWEA MAP Growth	3	61	.83
2022-23	Mathematics	NWEA MAP Growth	4	58	1.05
2022-23	Mathematics	NWEA MAP Growth	5	55	.02

Classroom Gain History Report Information and Sample

The Classroom Gain History Report will be generated for every teacher in Group A. The overall conditional growth index ATPES score for the appropriate content area--Math, Reading, or Overall (both math and reading) --is used to show student progress for Domain 5 on the evaluation instrument. The Classroom Academic Gain report shows prior year NWEA MAP data and corresponding ATPES scores for each subject taught by the classroom teacher.

The sample below shows a cut-away portion of a report for an elementary school teacher.



CLASSROOM ACADEMIC GAIN REPORT

SY 2022-2023

AMPHITHEATER Public Schools

Teacher: **Sample** **Teacher** School: **Happy Elementary School**

TchID# **123456** **Overall Conditional Growth Index ATPES** **3.3**

READING/LANGUAGE ARTS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Reading	Happy Elementary School	4	24	.319	.625	3.3

MATHEMATICS

SY	Subject	Classroom Location	Grade	# Stds	CGI	%ile	Score
2022-23	Mathematics	Happy Elementary School	4	24	.478	.683	3.3

Explanation of Terms Used in the School Summary Report and the Classroom Academic Gain Report

School Level Conditional Growth Index ATPES: This number in the upper right-hand corner of the School Summary Report summarizes school-wide student progress data that principals will use on Domain 5 of the evaluation instrument for both Group A and Group B teachers. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are calculated using the Conditional Growth Index (CGI) from NWEA by comparing observed student growth to expected student growth. The Overall Conditional Growth Index ATPES score is also used by the Associate Superintendent for principal evaluation.

Overall Conditional Growth Index ATPES: The Classroom Academic Gain Report for Group A teachers typically shows three scores--for Math, Reading and Overall -- for classroom-level student progress. If the teacher teaches only math or only reading, the rating for that subject is used for Domain 5 on the evaluation instrument. If the teacher teaches both subjects, the Overall Weighted Average is used for Domain 5 the classroom weighted average at the end of the evaluation document. Student gains for each assessment, grade, and subject (math or reading) are evaluated using a 1-4 rubric. The rubric scores are weighted by the number of students in that group and averaged.

Grade: The grade level group the teacher taught during the previous year.

 # Stds: The number of students with a pre and posttest in that assessment for that grade and year.

CGI: The conditional growth index score for that group of students.

%Ile: The percentile calculated based upon the normal distribution of the average growth index for that group of students and aligned to an ATPES growth score of 1-4.

WHAT MAKES UP THE CGI Score?

Assessments and Measures of Student Academic Progress: CGI

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-10, fall-spring growth	yes	yes
Other measures of school effectiveness			
Culture & Climate Survey Data	K-12	yes	
ADE 4-year graduation rate comparison	9-12	yes	

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

Calculation of Student Progress Data Component

ATPES was developed in compliance with Arizona State Law on teacher evaluation. State law defines two groups of teachers—Group A and Group B—and the weights of student progress data at the classroom and school levels allowable for each group.

Group A teachers teach content (math, reading) and have one academic year of student gains as measured by valid and reliable tests (e.g., NWEA MAP).

Group B teachers teach other content without standardized assessmentsor have too few students with gains to be evaluated on them.

2023-2024

Group A Teachers	
Indicators of quality teaching (classroom observation)	**75 %**
Classroom-level student progress (Classroom CGI)	**15 %**
School-level student progress (School CGI)	**5 %**
School-level other indicators of effectiveness	**5 %**
(Culture & Climate Survey 2.5%)	
(4-Year Graduation Rate 2.5%)	
Group B Teachers	
Indicators of quality teaching (classroom observation)	**75 %**
School-level student progress (School CGI)	**20 %**
School-level other indicators of effectiveness	**5 %**
(Culture & Climate Survey 2.5%)	
(4-Year Graduation Rate 2.5%)	

Arizona State Law requires teachers to be designated as Highly Effective, Effective, Developing, or Ineffective. On the ATPES evaluation form, the indicators of quality teaching from classroom observation and the calculation of classroom- and school-level student progress are weighted according to the proportions above to make a total score. Each teacher's label of effectiveness is assigned according to the total score:

For Groups A and B:

Highly Effective =	3.117
Effective =	2.72
Developing =	2.2
Ineffective =	< 2.2

TEACHER DESIGNATION LABELS AS REQUIRED BY ARS 15-537

After studying the actual aggregated data from three years of teacher evaluations, the ATPES Design Team discussed the various aspects of teacher designation and how to approach setting criteria which would determine a label. The following criteria for teacher designation labels are established for the 2020-2021 school year as required by Arizona State Law.

For Groups A and B Teacher Designation Criteria

Highly Effective: Final evaluation score greater than or equal to	3.117
Effective: Final evaluation score between	2.72
Developing: Final evaluation score between	2.2
Ineffective: Final evaluation score below	< 2.2

TEACHER PERFORMANCE CLASSIFICATIONS:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS **§** 15-537.

- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS **§** 15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS § 15-537.

EXPLANATION OF EVALUATION INSTRUMENT TERMS

Certificated Teacher
A person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.

Continuing Teacher
A certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and; who has not been designated in the lowest performance classification of the previous school year or who has not regained continuing status after being designated as a probationary teacher.

Deficiencies in Classroom Performance
An evaluator rating of a "1" in one or more indicators or domains signifies a deficiency in classroom performance which must be addressed.

Evaluation
An assessment of the teacher's classroom performance as required by Arizona law. Such evaluation shall be based on policy GCO and regulation GCO-R and the procedure outlined in this manual.

Formal Classroom Observation
Evaluator observation, of no less than thirty (30) minutes, of various aspects of the teacher's classroom performance which is prearranged and scheduled with the teacher. Formal observations will be documented in writing and the opportunity for a follow-up conference will be provided.

Improvement Plan
A required formal plan designed to improve deficiencies in classroom performance.

Inadequacy of Classroom Performance
A teacher's failure to overcome deficiency (ies) in classroom performance which are identified in an Improvement Plan.

Informal Observation
The teacher's evaluator will observe various aspects of the teacher's performance and may do so without prior notice. In conducting observations, the evaluator may rely upon information obtained from appropriate sources, such as the teacher, previous supervisors and other third parties, and information contained in the personnel file. Teachers will be made aware of the sources of information utilized in their evaluation.

Preliminary Notice
Preliminary notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee which describes a charge of inadequacy of classroom performance and provides specified time for the teacher to improve performance and overcome the charge of inadequacy. Such a preliminary notice precedes a notice of intent to dismiss or not to re-employ.

Notice of Intent
Notice of intent to dismiss or not to re-employ. A formal notice issued by the Governing Board or its designee to inform a teacher of the District's intent to dismiss or not to re-employ the teacher.

Probationary Teacher
A certificated teacher who is not a continuing teacher is considered probationary until the beginning of the fourth year of full-time employment with the district.

Professional Growth Plan
A plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Student Academic Progress
Student growth from one testing point to another as measured by valid and reliable assessment measures (e.g., Fall to Spring Growth on NWEA MAP, growth on State assessments from one year to the next, etc.)

Teacher Designation Labels/Performance Classifications
The four (4) performance classifications for teachers and principals under Arizona law and defined by the State Board of Education (e.g., Highly Effective, Effective, Developing, Ineffective)

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate teachers using the Amphitheater Teacher Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

TRAINING

Evaluators participate in the district administrative in-service sessions, or district-approved evaluator training workshops. All such training should include information related to the legal aspects of teacher evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing, and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

EVALUATION PROCESS STEPS FOR CONTINUING TEACHERS

(FULL/PART TIME)

1. All evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) prior to classroom observations.

2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation.
   All teachers are provided with a copy of the ATPES prior to classroom observations.

3. Student academic progress data is provided to teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator.
5. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.

6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
   a. No conference is <u>required</u> for informal visits.
   b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
   c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
   d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

7. One (1) formal observation shall occur prior to April 10th using the following procedures:
   a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation.

   b. The teacher will submit a written lesson plan in advance of the observation.

   c. The evaluator will observe the teacher actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.

   d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.

e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.

9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.

10. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.

11. Professional growth plans may be developed as appropriate.

12. Recommendations for improvement shall be provided to the teacher by the evaluator whenever deficiencies in classroom performance are noted.

13. An Improvement Plan **must** be completed by the evaluator and the teacher when:
    a. A teacher receives a rating of "1" on any Indicator or Domain
    b. A teacher receives a rating of "1" on a Domain or the majority of a Domain's indicators

14. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any indicator or domain.

15. The evaluation of a continuing teacher shall be completed no later than April 10th.

16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.

17. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
    - One copy to teacher
    - One copy for school file
    - One copy to the Associate Superintendent

PROCESS STEPS-PROBATIONARY/SHORT TERM TEACHERS

(FULL/PART-TIME)

1. All teachers and evaluators are provided with a copy of the Amphitheater Teacher Performance Evaluation System (ATPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan prior to any observation. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation. All teachers are provided with a copy of the ATPES prior to classroom observations.
3. All teachers are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each teacher is informed of their Group A or Group B status for the purposes of evaluation.
4. The teacher performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary teacher shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term teacher should occur no later than September 15. The Spring semester informal classroom observation for each probationary and short-term teacher should occur by January 15.
   a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the teacher within five (5) workdays of each informal classroom observation.
   b. No conference is <u>required</u> for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
   c. Preliminary notice of inadequacy may follow an informal observation. An improvement plan may be initiated.
   d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term teacher should occur by November 15th. The Spring semester formal classroom observation for each probationary and short-term teacher should occur by March 30th.
7. The procedure for formal observations is as follows:
   a. The teacher and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15th.
   b. The teacher will submit a written lesson plan in advance of the observation.
   c. The evaluator will observe the teacher actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.

d. Within five working days of the formal observation, a conference will be held between the teacher and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback, identify areas of refinement, and identify performance concerns to the teacher. The teacher and evaluator sign the completed ATPES form. Copies are distributed as follows: one copy to teacher, one copy to school file, one copy to Director of Human Resources.

8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Teachers may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of teaching performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional growth plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the teacher in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the teacher when a teacher receives a rating of "1" on any Indicator or Domain or the majority of a Domain's indicators.
13. An Improvement Plan **may** be completed by the teacher and the evaluator at the evaluator's discretion when a teacher receives a rating of "2" on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the teacher and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the teacher and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:

    - One copy to teacher
    - One copy for school file
    - One copy to the Associate Superintendent

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Teachers	All Probationary and/or Short Term Teachers (full time/part time)
Beginning of Academic Year	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data is presented to each teacher (as appropriate). School data is presented to all certified staff. All staff members are informed of their Group A or Group B status.	Administrator Presents and Explains the Teacher Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each teacher (as appropriate). School data is presented to all certified staff.
September 15	Alternative Evaluation Professional Growth Plan due	Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ATPES forms due for all teachers	Formal Observation Conference ATPES forms due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all teachers for formal observations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the teacher will be discussed during the evaluation conference.
2. Teacher self-reflection, either written or oral will be required.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. Quantitative student progress data from student assessments will be reviewed with the teacher.
5. The evaluation conference provides an opportunity for the evaluator to gather information which cannot be obtained or observed in the formal observation process. Teachers will be invited to share this information. The evaluator may revise ratings or narrative comments based on post conference information.
6. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
7. The perspectives of the evaluator and the teacher should be reviewed at the completion of the EVALUATION OF COMPETENCE.

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by teachers.

RATING SCALE

EACH INDICATOR WILL BE RATED ACCORDING TO THE RUBRIC SCALE FOUND IN THE DANIELSON FRAMEWORK.

Rating Scale for Student Progress Data:

Classroom CGI is for Group A teachers only, and corresponds to the Classroom Overall Conditional Growth Index for the teacher. This is found in the Classroom Academic Gain Report. The classroom CGI is recorded in the Classroom Academic Growth section in Domain 5 of the evaluation form.

School Level CGI is for all teachers, and is the Academic Growth score reported in the School Summary report. The school level CGI is recorded in the School Academic Growth section in Domain 5 of the evaluation form.

School Other Indicators component is for all teachers, and is reported in the School Summary report. This is recorded in the School Other Indicators section in Domain 5 of the evaluation form.

The rating scale range for student progress data is 1 to 4. The actual CGI ATPES score, or value for an individual or school will appear as a number such as 2.75, 3.78, etc. **Ratings in the 1-1.99 range will be considered deficient and will require an improvement plan.**

RATING FACTORS

Ratings will be based upon formal and informal observations and results of quantitative student progress assessments. In addition, an evaluator may use data gathered throughout the year which is obtained during any direct observation of the teacher's performance in the classroom or through contacts in the school professional setting.

THIRD PARTY INPUT ON EVALUATIONS

Ratings may also reflect input from responsible third parties or from the personnel file of the teacher. Teachers will be made aware of third-party information relied upon in the determination of evaluation ratings or comments.

PROFESSIONAL GROWTH PLAN

Amphitheater District has many excellent teachers whose performance does not mandate improvement in the sense that there are deficiencies present in that performance. But, even when no domain or indicator is rated "1", a teacher can still benefit from a Professional Growth Plan which encourages the refinement of skills and continuous improvement of practice. When a domain or indicator is rated "2", a Professional Growth Plan addressing that area is strongly encouraged. Professional Growth Plans may be developed at the discretion of the teacher and/or the evaluator. Any teacher may be asked to complete a Professional Growth Plan regardless of performance level.

The teacher and the evaluator will mutually agree on the specifics of a Professional Growth Plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in helping the teacher. This plan can be developed at the evaluation conference or at a later date.

IMPROVEMENT PLAN

An Improvement Plan must be developed when any indicator or entire domain is rated a "1", on the ATPES rating form. Improvement Plans may be written for ratings of "2" on any one indicator based on administrative discretion. If more than one Domain is rated "1" priority will determine the specifics of the plan. All deficiencies must be addressed. If an improvement plan is not required, deficiencies will be addressed through recommendations for improvement.

The plan, arrived at through discussion *between* teacher and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

LACK OF PROGRESS ON AN IMPROVEMENT PLAN

If a teacher fails to overcome deficiencies which were addressed through recommendations for improvement or an improvement plan, the evaluator may notify the Superintendent of the continuing deficiencies and may request that the Superintendent issue a preliminary notice of inadequacy of classroom performance.

APPEAL PROVISION

Teacher evaluations are not subject to appeal; however, if a teacher feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the teacher have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Superintendent or his/her designee within five (5) workdays after completion of the evaluation. At the request of the teacher, the Superintendent will appoint a second observer. Alternatively, the teacher and the evaluator may each appoint second and third observers, respectively.

If appropriate, the second/third observer will view the teacher actively teaching a lesson. If the rating being disputed by the teacher is in an area which cannot be observed in the classroom, the second/third observer will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second/third observer will be included as additional information in the teacher's personnel file. It will not replace or supersede the disputed evaluation.

For specific procedures regarding challenges to evaluations, see regulation GCO-R.

APPENDIX A

EVALUATION SYSTEM FORMS

Amphitheater Teacher Performance Evaluation System

ATPES using Danielson Framework: Conditional Growth Index

2023-2024

School *Sample K8 School*
Teacher last name *Teacher*
Teacher first name *Sample*
Content Area/Grade Level
Group **Group B**
Date informal evaluation
Date formal evaluation
Evaluator name

		Rating	Weighted Values
DOMAIN 1: Planning and Preparation			
1a	**Demonstrating Knowledge of Content and Pedagogy** • Content knowledge • Prerequisite relationships • Content pedagogy	3	3.2
1b	**Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	3	3.2
1c	**Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	3	3.2
1d	**Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students	3	3.2
1e	**Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	3	3.2
1f	**Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	3	3.2
	Domain 1 Overall Averages	**3**	**3.20**

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 2: The Classroom Environment			
2a	**Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with students	3	3.2
2b	**Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work	3	3.2
2c	**Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	3	3.2
2d	**Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior	3	3.2
2e	**Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources	3	3.2
	Domain 2 Overall Averages	**3**	**3.2**

		Rating	Weighted Values
DOMAIN 3: Instruction			
3a	**Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	3	3.2
3b	**Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation	3	3.2
3c	**Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	3	3.2
3d	**Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	3	3.2
3e	**Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence	3	3.2
	Domain 3 Overall Averages	**3**	**3.2**

2023-2024 ATPES CGI MODEL
Conditional Growth Index

Sample Teacher		Rating	Weighted Values
DOMAIN 4: Professional Responsibilities			
4a	**Reflecting on Teaching** • Accuracy • Use in future teaching	3	3.2
4b	**Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records	3	3.2
4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program	3	3.2
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	3	3.2
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	3	3.2
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3	3.2
	Domain 4 Overall Averages	**3**	**3.20**

DOMAIN 5: Student Progress Data (using CGI Model)			
Classroom Academic Growth (Group A only) Continuously enrolled students assigned to this teacher demonstrate academic progress as measured by valid and reliable quantitative assessment data over time	N/A	Not used for this teacher	
School Academic Growth Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time	2.67	School Weighted Academic Growth Average	2.67
School Other Indicators Other measures of school effectiveness High School 4 Year Graduation Rate	3.08	School Weighted Average of Other Measures	3.08

2023-2024 ATPES CGI MODEL

Conditional Growth Index

Sample Teacher

Weighted Rating Points - All Domains	**3.088**

Weighted pnts Summary	
Domain 1	3.20
Domain 2	3.20
Domain 3	3.20
Domain 4	3.20
Average of all domains	3.20

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	2
3	3.2
4	4

Criteria for effectiveness labels

	Group B
Highly effective	3.117
Effective	2.72
Developing	2.20
Ineffective	<2.20

Weighted Ratings Points - All Domains	**3.088**

Based on the criteria above, this teacher is classified as

Effective

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: Also See Attached Narrative

Sample Teacher

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

_____ Results of evaluation require Needs Improvement Plan*
_____ Professional Growth Plan attached

_____ _____
Teacher's signature Date

_____ _____
Evaluator's signature Date

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

____ I RECOMMEND that this employee be offered a contract for the ensuing year.
____ I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)
____ NOT APPLICABLE (specify reason): _____
____ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

FORMAL EVALUATION NARRATIVE FORM

Amphitheater Teacher Performance Evaluation System using Danielson Framework

Teacher: _____ **School:** _____
Grade Level/Subject: _____ **Evaluator:** _____
Date/Time: _____

DOMAIN 1: Planning and Preparation	**Evidence**
1a Demonstrating Knowledge of Contend and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy	**Teacher behaviors that positively impact student learning:** •
1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	**Recommendations for continuous improvement include:**
1c Setting instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	
1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students	
1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	
1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	
DOMAIN 2: The Classroom Environment	**EVIDENCE**
2a Creating and Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students	**Teacher behaviors that positively impact student learning:** •
2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work	**Recommendations for continuous improvement include:**
2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals	
2d Managing Student Behaviors • Expectations • Monitoring behavior • Response to misbehavior	
2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources	

DOMAIN 3: Instruction	EVIDENCE
3a Communicating with Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	**Teacher behaviors that positively impact student learning:** • **Recommendations for continuous improvement include:**
3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation	
3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	
3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	
3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • persistence	
DOMAIN 4: Professional Responsibilities	**EVIDENCE**
4a Reflecting on Teaching • accuracy • use in future teaching	**Teacher behaviors that positively impact student learning:** • **Recommendations for continuous improvement include:**
4b Maintaining Accurate Records • student completion of assignments • student progress in learning • non-instructional records	
4c Communicating with Families • about instructional program • about individual students • engagement of families in instructional program	
4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	
4e Growing and Developing Professionally • Enhancement of content knowledge/pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	
4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	

Areas that may negatively impact student performance include:

Areas of deficiency that must be addressed:

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

The Framework for Teaching: Danielson Model
Narrative Comments

Teacher:_____Date:_____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Domain 1: Planning and Preparation

Evidence of planning and preparation that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

Domain 2: The Classroom Environment

Evidence of establishing a classroom environment that positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):

Supporting Data

Required action(s):

Domain 3: Instruction

Evidence of instruction which positively impacts student learning includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

Domain 4: Professional Responsibilities

Evidence of professional responsibilities which positively impacts student learning and overall school climate and operation includes:

Indicators of Distinguished Performance:

Supporting Data:

Recommendations for continuous improvement include:

Supporting Data:

Areas that may negatively impact student performance include:

Supporting Data:

Area(s) of deficiency that must be addressed (Required for ratings of "1"):
Supporting Data:

Required action(s):

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher:_____School:_____

Grade/Subject Observed:_____Date of Observation:_____

Description of the observation:

Teacher behaviors that positively impacted student learning included:

-
-
-
-
-
-
-

Area(s) of focus that may further maximize student learning:

-
-
-
-

Area(s) of concern

-
-
-
-

Evaluator's Signature:_____Date:_____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

Informal Classroom Observation Record

Teacher:_____School:_____

Grade/Subject Observed:_____Date of Observation:_____

The Framework for Teaching Evaluation Instrument: Danielson Model

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Evaluator's Signature:_____Date:_____

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

IMPROVEMENT PLAN

Teacher:_____School:_____

Grade/Subject:_____

SPECIFIC DOMAIN(S) and INDICATOR(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Dates of Progress Checks: (Progress to be assessed at each of these dates. Evaluator and teacher will both initial at each checkpoint)

Progress Check Dates:	Rating:	Initials:
_____	_____	_____
_____	_____	_____
_____	_____	_____

Checkpoint ratings:

P	Performance meets the expected standard. Plan may be terminated.
CP	Plan should be continued.
NP	Progress not made as specified in plan.

FINAL ASSESSMENT

___Performance Meets Expectations

___Performance Does Not Meet Expectations

Teacher's Signature: _____Date:_____

Evaluator's Signature:_____Date:_____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources School Employee

APPENDIX B

FORMS

PRE-OBSERVATION INFORMATION

Teacher _____ Date of Conference _____

Date and Time for Observation _____

- Prepare a lesson plan designed for a 30-60-minute lesson.
- Submit a written lesson plan to your evaluator. Use one of the lesson plan formats in the ATPES manual

Domain 1

1) What content will be addressed in this lesson?

2) What are the expected outcomes/objectives?

3) How does this lesson fit with previous or future lessons?

4) What assessments will be used?

Domain 4

1) How do you maintain student records/grades?

2) Discuss how you communicate with families?

3) Discuss the professional learning group/community that you are involved in this year. What is the focus of the work?

4) What plans do you have for professional growth this year?

PROFESSIONAL ACTIVITIES

Optional Listing of Professional Activities

Name:_____ Date:_____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

Copies to: Human Resources - School - Employee

AMPHITHEATER TEACHER PERFORMANCE EVALUATION SYSTEM

PROFESSIONAL GROWTH PLAN

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Teacher's Signature:_____ Date:_____

Administrator's Signature:_____ Date:_____

Copies to: Human Resources – School – Employee

PROFESSIONAL GROWTH PLAN

Name: _____ School: _____

Grade Level/Subject Area: _____ Date: _____

Goal for your own professional growth:			
My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

APPENDIX C

SAMPLE LESSON PLAN FORMATS

5E LESSON PLANNING TEMPLATE

Grade/Course:	Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:		
Standards Addressed:		
Specific Learning Outcomes/Objectives:		
Background Information		
Prior Student Knowledge:		
Disciplinary Core Ideas:	**Interdisciplinary Concepts:**	
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions/Make Connections to Previous Learning/Surface Misconceptions		
EXPLORE: Lesson Description – Materials Explored/ Probing or Clarifying Questions Asked/Work Collaboratively or Independently to Manipulate Materials or Concepts		
EXPLAIN: Students Verbalize Conceptual Understanding/Teachers Introduce New Vocabulary or Labels/Concepts Explained Vocabulary:		
ELABORATE: Applications and Extensions/Deeper Understanding of Concepts/Develop Skills/Possible Enrichment or Student Directed Investigation or Project		
EVALUATE: Assess Understanding/Assess Abilities/Teachers Evaluate Student Progress Toward Accomplishment of Objective or Standard(s) **Formative Monitoring (Questioning / Discussion):** **Summative Assessment (Quiz / Project / Report):** **Student Self-Reflection:**		

Lesson Plan

Teacher Name:_____Date:_____

School:_____Subject/Grade: _____

Learner Objectives AZCCSS	Teaching Procedures	Materials	Assessment of Learner Progress	Special Needs

Comments

Lesson Plan

Teacher Name: **School:**

Subject/Grade:

Date:

Learning Objective: (What do you want students to know and be able to do? What is the intended learning?)

Arizona College and Career Ready Standards, or other content specific standards, addressed:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Check for Understanding: (How will you know the students are progressing through the lesson successfully?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Modeling: (How will you show the students what you would like for them to do, know or demonstrate?)

Guided Practice: (What will students do to try out their new learning?)

Special Class characteristics: (What modifications will be in place for special needs learners and accelerated learners?)

Closure: (How will the intended learning be summarized by the students?)

Materials and Resources:

[Based on the Essential Elements of Instruction, (EEI)]

ELEMENTARY READING/LANGUAGE ARTS LESSON PLAN TEMPLATE (PAGE 1 OF 2)

Grade Level: _____ **Module: _____** **Week/Day: _____**

Theme:
_____

Essential Question: _____
(Example: What makes a character interesting?)

Text/Genre:
_____

Standards

Foundational Skills (Spelling, Vocabulary, Grammar, Phonics, Decoding)

Guided Practice: Reading/Shared Reading **Duration**

Materials/Targeted Resources/Online Resources:

Instruction:

Small Group Instruction **Duration**

Materials and Targeted Resources/Online Resources:

Instruction:

READING/LANGUAGE ARTS LESSON PLAN TEMPLATE (PAGE 2 OF 2)

Communication/Writing Workshop	**Duration**	**Notes:**
Materials/Targeted Resources/Online Resources: **Instruction:**		
Differentiation/Intervention		
Literacy Centers (List)		
Assessments		
SEL Focus (Example: Responsible Decision Making)		
Inquiry Project		

ELA SECONDARY LESSON PLAN TEMPLATE

This template is aligned with the new Into Literature HMH materials (2021)

Standards:

Essential Question:

Academic Vocabulary:

Reading:
(Materials and resources (online or print), time allocation for reading)

Skill Building: (e.g., reading fluency, language conventions, identifying main idea, analyze structure, speaking, listening, etc.)

Instruction: (e.g., procedure, tasks, etc.)

Writing (e.g., genre, mentor text, skills taught, etc.)

Small Group Options:

Differentiation Options:

Assessment:

Kindergarten Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	**GMC:** (Goal for Mathematical Content): **(SMP) (GMP):** (Standards/Goals for Mathematical Practice): **(✓ACI):**

Part 1: Core Instruction (20-30 minutes)	
New Content Purpose: ♦ Introduce new concepts, skills and games	Activity:

Summary/Closure (5 minutes)	
Purpose: Can occur to summarize the learning of the focus activity	Activity:

Part 2: Core Instruction Continued (10-20 minutes)	
Practice Purpose: ♦ Provide distributive practice by revisiting an earlier focus ♦ Essential part of core	Activity:
Home Link Purpose: involves parents in math education, follows-up to classroom activities	

Connections Purpose: suggestions for additional ways to explore content in other areas	

On-Going Daily Routines (10 minutes for debriefing) pages 2-29 in Vol. 1 of the Teacher's Guide	
Number of the Day	
Attendance	
Daily Schedule and Monthly Calendar	
Weather/Temperature	
Survey	

1st-2nd Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI)

Daily assessment opportunity, provides expectation of the portion of the standard

Informs your instruction, fair to grade

GMC: (Goal for Mathematical Content):

(SMP) (GMP): (Standards/Goals for Mathematical Practice):

(✓ACI):

Part 1: Warm Up (5 minutes)	**Tasks for Lesson _____**
Mental Math & Fluency Purpose: Quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	

Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
Math Message (5 min) Purpose: introduction to the lesson using a problem new to students	
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow-up activities	
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.	

Summary/Closure (5 minutes)	
Purpose: summarizes learning of Part 2 (the focus activities)	

Part 3: Practice (10-20 minutes)	
Practice Activities (Game or activity) Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes Purpose: reviews skills and concepts students have seen to this point	
Home Link Purpose: provides practice and informs family about daily learning	

On-Going Daily Routines (10 minutes for debriefing)	

3rd- 5th Grade Everyday Mathematics "Regular" Lesson Walk-Through

Assessment Check-in (✓ACI) Daily assessment opportunity, provides expectation of the portion of the standard Informs your instruction, fair to grade	**GMC:** (Goal for Mathematical Content): **(SMP) (GMP):** (Standards/Goals for Mathematical Content): **(✓ACI):**

Part 1: Warm Up (5 minutes)	**Fill in Tasks below for lesson _____.**
Mental Math & Fluency Purpose: quick, leveled warm-ups to build fluency (can be oral, with gestures or slates)	
Part 2: Core Instruction-(30-35 minutes) *differentiation options are located in the lesson opener	
Math Message (5 min) Purpose: introduction to the lesson using a problem new to students	
Math Message Follow-Up (10 minutes) Purpose: provides time to discuss/share strategies that connects to follow up activities	
Follow-up Activities (20-30 minutes) Purpose: 2-4 instructional activities, including games, so students explore and engage in new concepts, skills, application, etc.	
~~Summary/Closure (5 minutes)~~ Purpose: summarizes learning of Part 2 (the focus activities)	
Part 3: Practice (10-20 minutes)	
Practice Activities **(Game or activity)** Purpose: to practice previously taught skills, critical for to meet expectation on standards, usually independent/ partner	
Math Boxes: Purpose: reviews skills and concepts students have seen to this point	
Home Link: Purpose: provides practice and informs family about daily learning	

ELD Targeted Instruction Lesson Plan

Teacher Name:

School:

Grade/Grade Band:

☐ Kinder ☐ Grade 1 ☐ Grades 2-3 ☐ Grades 4-5 ☐ Grades 6-8 ☐ Grades 9-12

English Proficiency Levels:

☐ Pre-E/Emergent ☐ Basic ☐ Intermediate ☐ Basic/Intermediate (Kinder ONLY)

Lesson Time Frame:

Arizona English Language Proficiency Standard(s):

Language Objective(s):

Arizona Academic Standard(s):

Content/Learning Objective(s):

Learning Strategies/Linguistic Supports *(What strategies are being used to support the instruction of the ELP Standard(s)? What linguistic supports are present in this lesson to help decrease the language barrier?)*:

Key Vocabulary:

Materials:

Building Background *(Links to experience, links to learning, links to Integrated ELD instruction)*:

Presentation *(language and content objectives, comprehensible input, strategies, links to Integrated ELD instruction, feedback)*:

Practice & Application *(Meaningful activities, interaction, strategies, feedback)*:

Review & Assessment *(review objectives and vocabulary, assess learning)*:

Modifications & Extension:

APPENDIX D

AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM

AMPHITHEATER ALTERNATIVE TEACHER PERFORMANCE EVALUATION SYSTEM FOR CONSISTENTLY HIGHLY EFFECTIVE TEACHERS

On March 23, 2018, Governor Doug Ducey signed into law SB1255 allowing districts to design and implement an alternative evaluation system for teachers who have accomplished a Highly Effective rating on the teacher evaluation system for three consecutive years in the same school district. Amphitheater is fortunate to have a number of teachers who fit in this category. The Amphitheater Teacher Performance Evaluation Design Team recommended that the district put an alternative evaluation system in place for teachers who meet these criteria. They further recommended that the system allow for self-reflection, professional growth, and promoted mentorship of teachers early in their professional teaching career. To that end, the following evaluation process is proposed as the "Alternative Evaluation" system:

Who Qualifies for the Amphitheater Alternative Teacher Evaluation System?
Teachers who have a rating of Highly Effective in Amphitheater Public Schools for three consecutive years and who have at least five years of teaching experience recognized by our district. Participants must have no disciplinary action on file within the previous five years.

Is the Amphitheater Alternative Teacher Evaluation System required for teachers who qualify?
No

How many years can a teacher utilize the Amphitheater Alternative Teacher Evaluation System?
The qualifying teacher can opt into the Amphitheater Alternative Teacher Evaluation System for three years. After three years, they must go back to the ATPES system for at least one year and receive a Highly Effective rating in order to return to the alternative system.

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM PROGRAM

Steps to follow:

1. Principal notifies the teacher of their qualification for the alternative evaluation system.
2. The teacher develops a professional growth plan which focuses on one of the following:
    a. Mentoring a teacher new to the profession (within their first two years) documenting mentoring sessions at least twice per month.
    b. Mentoring a teacher who is changing grade levels or teaching assignment (e.g., moving from first grade to fifth grade, moving from the regular classroom to special education, implementing an inclusion model, etc.) documenting mentoring sessions at least twice per month.
    c. Learning and implementing a new instructional practice, with consent of the principal, which is in alignment with district and school goals (e.g., project-based learning, inquiry, blended learning, co-teaching, etc.) documenting training on the new instructional practice and the use of the practice in the classroom.
    d. Working on a Master's Degree or National Board Teacher Certification (NBTC) in an area relevant to the teacher's position or in alignment with career advancement in education (e.g., reading, leadership/administration, science, mathematics, special education, gifted education, etc.) submitting proof of enrollment and completion of program coursework.
    e. Preparing and conducting professional development for a school, or several schools, on a topic which is aligned with the district and school strategic plan. Participants must submit evidence of conducting at least two professional development sessions.
3. Principal conferences with the teacher regarding the Professional Growth Plan prior to September 15th. Consent must be obtained from the principal.
4. Principal completes an unscheduled informal evaluation utilizing the regular ATPES form, including the OWA for student progress data, prior to April 15th.
5. Teacher submits a self-reflection on their professional growth area by April 15th.
6. Principal rates the teacher's effectiveness on the Amphitheater Teacher Alternative Evaluation System and submits the signed Professional Growth Documentation and Rating Form, the ATPES form, and a log of activities related to the plan to Human Resources by April 15th.

Required Forms:

1. **Regular ATPES form with OWA scores. Professional Growth Documentation and Rating Form for the Amphitheater Alternative Teacher Evaluation System**
2. **Teacher Self Reflection Form for the Amphitheater Alternative Teacher Evaluation System**
3. **Participation Log**

PROFESSIONAL GROWTH DOCUMENTATION AND RATING FORM

Amphitheater Alternative Teacher Evaluation System

Name: _____ School: _____

Alternative Evaluation System Year: 1 2 3

Grade Level/Subject Area: _____ Date: _____

Goal for Professional Growth: (circle one)

Mentoring New Instructional Practice Master's Degree NBTC

Professional Developer

Objectives:	**Activity:**	**Timeline:**	**Evidence of Impact:**

Teacher's Signature: _____ Date: _____
Principal's Signature: _____ Date: _____

To be completed by the principal/evaluator by April 15th (Circle One):
Continue on the Alternative Evaluation System: (Effective or Highly Effective Rating)
Discontinue the Alternative Evaluation System: (Developing or Ineffective Rating)
Administrator Comments:

Teacher Comments:

Principal Signature: _____
Teacher Signature: _____

AMPHITHEATER ALTERNATIVE TEACHER EVALUATION SYSTEM

Teacher Self-Reflection Form

Teacher's Name: _____ School: _____
Date: _____
Reflection on (circle one): Mentoring New Instructional Practice
Master's Degree Work National Board Teacher Certification
Professional Development

Reflect on you work this year on mentoring, learning a new practice, conducting professional development, working on your Master's degree, or working on your National Board Teacher Certification. Include examples of how your work did, or will, connect to student learning, discuss any "aha" moments, and any future actions you propose (one page maximum).

Teacher Alternative Evaluation System

Participation Log

Activity	Date(s)	Notes

MEMBERS ON THE ATPES COMMITTEE

2023-2024

Glenda Arffa	Assistant Principal, Amphitheater High School
Beth Brungardt	Special Education Teacher, Keeling Elementary School
Tara Bulleigh	Principal, Canyon del Oro High School
Tassi Call	Associate Superintendent for Elementary Education, (Chair 2021-present)
Katherine Engel	Teacher, Amphitheater High School
Rowdy Frederiksen	Assistant Principal, Ironwood Ridge High School
Fabienna Godlewski	Math Teacher, Canyon Del Oro High school
Margaret Hervert	Intervention Teacher, Rio Vista Elementary School
Kayla Holder	CIISS, Walker Elementary School
Kris Holt	School Improvement Specialist, Prince Elementary School
David Humphreys	Assistant Principal, Amphitheater High School
Elizabeth Jacome	Director of Curriculum and Assessment
Shannon Langley	EL District Coordinator, Language Acquisition
Renee Lustenberger	Teacher, Cross Middle School
Matthew Munger	Associate Superintendent for Secondary Education
Christine Sullivan	Principal, Wilson K-8 School
Jason Weaver	Program Evaluation Data Analyst, Wetmore

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Approval of Proposition 301 Teacher Performance Pay Awards and Administrative Performance Pay Awards for 2022-2023 Fiscal Year

BACKGROUND:

Forty percent of the revenue which the District receives from Proposition 301 derived from sales tax revenue provides funding for a performance-based incentive pay program. This program is conducted pursuant to a written plan previously approved by the Governing Board.

From year to year, we see variances in sales tax revenues and a difference in the number of participants, therefore, the annual payout amounts vary for each plan participant. For the fiscal year 2022-2023 the total amount for distribution is $3,267,920.

One element of this payout is an award paid to eligible professional employees for their initial agreement to participate in the program. That "first-time participation award" for 2022-2023 was a payment of $600. This "first-time participation award" payout was received in October, 2022.

The State of Arizona no longer requires that 33% of the total payout of 301 dollars be based on the teacher performance label, but our committee selected to continue this practice. There are four performance level labels for teachers required by the State of Arizona: Highly Effective, Effective, Developing, and Ineffective. Teachers with a Highly Effective label will receive 100% of the pay for this variable; teachers with the Effective label will receive 95% of the payout for this variable; teachers with the Developing label will receive 85% of the payout for this variable; and teachers who are labeled as Ineffective will not receive any of this portion of the award. The full award for a Highly Effective label for 2022-2023 is $1,529.50, the award for the Effective label is $1,453.02, the award for the Developing label is $1,300.07, and there is no award for the Ineffective label.

The largest portion of the performance pay (67%) is an annual award given to eligible employees assigned to a school which reaches its student engagement goal and a site selected achievement goal (Goal IA, IB and Goal II). This year the full pay out amounts per participant for each goal are:
Goal IA: $931.60
Goal IB: $931.60
Goal II: $1,242.14

This item will authorize payment of the performance pay awards to eligible staff for the 2022-2023 fiscal year. The attached information provides details by school and individual on the level of accomplishment of the goals, the award based on the teacher classification label, and the total dollar amount earned per person at that site. The total award is adjusted based on the individual's FTE. The maximum pay out for full accomplishment of both goals, and the highest teacher classification label, for 2022-2023 eligible certified staff is $4,634.85 for 2022-2023. This amount is up $421.31 from the 2021-2022 payout.

The Meet and Confer agreement approved by the Governing Board on August 1, 2007 allowed for a performance pay plan for Principals and Assistant Principals. The plan allowed for a potential of up to $1000 per participant mirroring the 301 plans at the school sites. This year, the total award possible will be $600. The administrator plan is similar to the 301 Plan for teachers. Principals and Assistant Principals and Instructional Support Assistants will receive up to $600 for accomplishment of the goals.

The attached spreadsheets list pay out totals by school and individual calculations for eligible certified teaching staff and administrators based upon the accomplishment of engagement goals, achievement goals, and the teacher label. Participants will receive the payout the last week of June.

RECOMMENDATION:

The Administration recommends that the Governing Board approve the attached list of Proposition 301 Performance Pay Plan Awards and Administrative Performance Pay for Goals I and II for the 2022-2023 Fiscal Year.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5 **Date: June 22, 2023**

Todd A. Jaeger, J.D., Superintendent

Name	FTE	Colu	Description	DAC	Total
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Adams, Elizabeth Gabrielle	0.0417		Curriculum & Instructional Support Specialist	WT - School Operations - 510	$25.00
Amonson, Terri K	1.0000		Assistant Principal	Ironwood Ridge High - 280	$600.00
Arffa, Glenda S	1.0000		Assistant Principal	Amphitheater High - 281	$600.00
Arthurs, Robbin Gale	1.0000		Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	$600.00
Becerra, Laura Rachel	1.0000		Principal	Nash Elementary - 110	$600.00
Berry-Kelley, Monique Gertrude	1.0000		Assistant Principal	La Cima Middle - 165	$600.00
Boknevitz, Christopher Daniel	1.0000		Assistant Principal	Cross Middle - 167	$600.00
Bomke Keating, Amy Patrice	1.0000		IB World School Coordinator	Canyon del Oro High - 282	$600.00
Bulleigh, Tara L	1.0000		Principal	Canyon del Oro High - 282	$600.00
Cephers, Tyrone A	1.0000		Assistant Principal	Amphitheater Middle - 166	$600.00
Cliff, Mary Anna	0.5000		Instructional Support Assistant	Amphi Academy Online - 285	$300.00
Cliff, Mary Anna	0.5000		Instructional Support Assistant	Donaldson Elementary - 106	$300.00
Dominguez, Marco A	1.0000		Assistant Principal	Canyon del Oro High - 282	$600.00
Doyle, Samantha Lynn	1.0000		Assistant Principal	Prince Elementary - 111	$600.00
Dudley, Anne M	1.0000		Principal	La Cima Middle - 165	$600.00
Frantziskonis, Karyn Vick	0.5000		Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	$300.00
Frantziskonis, Karyn Vick	0.5000		Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	$300.00
Frederiksen, Rowdy Joseph	1.0000		Principal	Holaway Elementary - 108	$600.00
Frick, Sumaya	1.0000		Career Education & Internship Coordinator	WT - Assoc. Super. - 6-12 - 515	$600.00
Fyock, Andrea Danielle	1.0000		Assistant Principal	Coronado K-8 - 115	$600.00
Gindt, Trechel Elizabeth	1.0000		Assistant Principal	Coronado K-8 - 115	$600.00
Gotlieb, Hayley Katerina	0.9000		Curriculum & Instructional Support Specialist	WT - Assoc. Super. - 6-12 - 515	$540.00

Gotlieb, Hayley Katerina	0.1000	Curriculum & Instructional Support Specialist	WT - Fed/State - Lang Aq Grants - 509	**$60.00**
Gutierrez, Christopher Michael	1.0000	Principal	Cross Middle - 167	**$600.00**
Guymon, Kate Peters	1.0000	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$600.00**
Hayes, Stephanie Dean	1.0000	Principal	Harelson Elementary - 107	**$600.00**
Hill, Vanessa Catherine	1.0000	Gifted Education Coordinator	WT - Assoc. Super. - K-5 - 514	**$600.00**
Hillig, Stephanie Jo	1.0000	Principal	Copper Creek Elementary - 118	**$600.00**
Holt, Kris Anne	0.2330	School Improvement Specialist	Prince Elementary - 111	**$139.80**
Holt, Kris Anne	0.7670	School Improvement Specialist	Prince Elementary - 111	**$460.20**
Hubble, Joseph James	0.5000	Curriculum & Instructional Support Specialist	WT - School Operations - 510	**$300.00**
Hubble, Joseph James	0.5000	Curriculum & Instructional Support Specialist	WT - School Operations - 510	**$300.00**
Humphreys, David Arnold	1.0000	Principal	La Cima Middle - 165	**$600.00**
Jarrett, Jessica Michelle	1.0000	Assistant Principal	Amphitheater Middle - 166	**$600.00**
Jenkins, Orante O	1.0000	Principal	Ironwood Ridge High - 280	**$600.00**
Kimminau, Polly A	1.0000	Math Coordinator	WT - Assoc. Super. - K-5 - 514	**$600.00**
Langley, Shannon Crystal	0.3000	ELL District Coordinator	WT - Fed/State - Lang Aq Grants - 509	**$180.00**
Langley, Shannon Crystal	0.7000	ELL District Coordinator	WT - Fed/State - Lang Aq Grants - 509	**$420.00**
Letts, Jennifer Jeanette	1.0000	Principal	Coronado K-8 - 115	**$600.00**
Lopez, Stephanie Marie	1.0000	Instructional Coach	Walker Elementary - 112	**$600.00**
Magelli, Amanda M	1.0000	Assistant Principal	Canyon del Oro High - 282	**$600.00**
MALIS, ALBERT J	1.0000	Principal	Amphitheater High - 281	**$600.00**
Mapes, Darin Matthew	1.0000	Assistant Principal	Wilson K-8 - 168	**$600.00**
Mcconnell, Michael P	1.0000	Principal	Innovation Academy - 119	**$600.00**
Mcdole, Kimberly Lynn	0.5680	School Improvement Specialist	Keeling Elementary - 109	**$340.80**
Mcdole, Kimberly Lynn	0.4320	School Improvement Specialist	Keeling Elementary - 109	**$259.20**
Mcgee, Caryn Mckindra Ice	0.3333	School Improvement Specialist	La Cima Middle - 165	**$199.98**
Moran, Kimberly Ann	1.0000	Curriculum and Instructional Supp. Spec. - SpEd	WT - Student Services - 540	**$600.00**
Orelup, Annette G	1.0000	Principal	Keeling Elementary - 109	**$600.00**
Papajohn, Bethany Carol	1.0000	Principal	Painted Sky Elementary - 114	**$600.00**
Pincus, Mark J	1.0000	Assistant Principal	Ironwood Ridge High - 280	**$600.00**
Radtke, Heidi Baumann	1.0000	Literacy (ELA) Coordinator	WT - Assoc Super K-5-CT	**$600.00**
Reynolds, Leighann Marie	1.0000	Assistant Principal	Amphitheater High - 281	**$600.00**
Ripp, Timothy J	1.0000	Principal	Mesa Verde Elementary - 116	**$600.00**
Sheber, Laurie Irene	1.0000	Principal	Prince Elementary - 111	**$600.00**
Shoopman, Susan Camille	1.0000	Assistant Principal	Wilson K-8 - 168	**$600.00**

Spencer, Brent Ty	1.0000	Assistant Principal	Canyon del Oro High - 282	**$600.00**
Spillane, Mamie Frances	1.0000	Principal	Rio Vista Elementary - 117	**$600.00**
Stevens, Kristie Geiger	1.0000	Assistant Principal	Ironwood Ridge High - 280	**$600.00**
Sullivan, Christine Renee	1.0000	Principal	Wilson K-8 - 168	**$600.00**
Szczepaniak, Andrew F	0.5000	Principal	Donaldson Elementary - 106	**$300.00**
Szczepaniak, Andrew F	0.5000	Principal - Amphi Academy Online K-12	Amphi Academy Online - 285	**$300.00**
Trimble, Christopher R	1.0000	Principal	Walker Elementary - 112	**$600.00**
Vandivort, Pamela S	1.0000	Science/STEM Coordinator	WT - School Operations - 510	**$600.00**
Wichers, Angela Marie	1.0000	Principal	Amphitheater Middle - 166	**$600.00**
Wirth, Valerie Joy	0.1667	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$100.00**
Wirth, Valerie Joy	0.1667	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$100.00**
Wirth, Valerie Joy	0.1667	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$100.00**
Wirth, Valerie Joy	0.1667	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$100.00**
Wirth, Valerie Joy	0.1667	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$100.00**
Wirth, Valerie Joy	0.1667	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$100.00**
Wray, Kathleen Jane	0.5000	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$300.00**
Wray, Kathleen Jane	0.5000	Curriculum & Instructional Support Specialist	WT - Assoc. Super. - K-5 - 514	**$300.00**

301 FY24 Payout of FY23 (Paraprofessionals)				
Name	**Participating Site**	**FTE**	**Total**	
Arredondo, Raquel	Amphitheater High - 281	0.9375	$	450.00
Freney, Nicholas Kevin	Amphitheater High - 281	0.9375	$	450.00
Hughes Borquez, Amber Eileen	Amphitheater High - 281	0.9375	$	450.00
Johns, Jessica Renee	Amphitheater High - 281	0.6250	$	300.00
Kraft, Guadalupe	Amphitheater High - 281	0.9375	$	450.00
Mendoza, Tamara B	Amphitheater High - 281	1.0000	$	480.00
Miller, Lorie Lynne	Amphitheater High - 281	1.0000	$	480.00
Mullen, Mary Grace	Amphitheater High - 281	0.9375	$	450.00
Reil, Elisabeth Johanna Mai	Amphitheater High - 281	0.9375	$	450.00
Shields, Donna Rey J	Amphitheater High - 281	1.0000	$	480.00
Shuman, Debra Aline	Amphitheater High - 281	0.9375	$	450.00
Velasquez, Claudia Mae	Amphitheater High - 281	1.0000	$	480.00
Weerasuriya, Vishwa	Amphitheater High - 281	0.9375	$	450.00
Alari, Cathy Cay	Amphitheater Middle - 166	0.9375	$	451.88
Cruce, Lyndsay Lorene	Amphitheater Middle - 166	0.9375	$	451.88
Gray, Sandra L	Amphitheater Middle - 166	0.1000	$	48.20
Hernandez, Whitney Nicole	Amphitheater Middle - 166	1.0000	$	482.00
Padilla, Jordan Cheyenne	Amphitheater Middle - 166	1.0000	$	482.00
Roa, Alix M	Amphitheater Middle - 166	0.9375	$	451.88
Toothman, Luke Allen	Amphitheater Middle - 166	0.9375	$	451.88
Calvin, Leann K	Canyon del Oro High - 282	1.0000	$	500.00
Drake, Tiffany Kathleen	Canyon del Oro High - 282	0.5000	$	250.00
Hernandez, Mary	Canyon del Oro High - 282	0.9375	$	468.75
Plimpton, Bethany Ann	Canyon del Oro High - 282	0.9375	$	468.75
Rowland, Barbara Nora	Canyon del Oro High - 282	1.0000	$	500.00
Schneider, Aitza Mathieu	Canyon del Oro High - 282	0.9375	$	468.75
Sevinsky, Nicole Mae	Canyon del Oro High - 282	0.9375	$	468.75
Sholl, Norma Jean	Canyon del Oro High - 282	0.9375	$	468.75
Sipchen, James J	Canyon del Oro High - 282	0.9375	$	468.75
Taylor, Miriah Leann	Canyon del Oro High - 282	1.0000	$	500.00
Toothman, Victoria Renee	Canyon del Oro High - 282	0.9375	$	468.75
Crawford, Bill Harry	Copper Creek Elementary - 118	0.6000	$	300.00
David, Gina Marie	Copper Creek Elementary - 118	0.6000	$	300.00
Dees, Barbara Ann	Copper Creek Elementary - 118	0.6000	$	300.00
Erickson, Victoria S	Copper Creek Elementary - 118	0.9375	$	468.75
Fears, Carolyn Kathleen	Copper Creek Elementary - 118	0.9375	$	468.75
Franklin, Jennifer Lee	Copper Creek Elementary - 118	0.9375	$	468.75
Graves, Martha Veronica	Copper Creek Elementary - 118	0.9375	$	468.75
Gregg, Bethani Amber	Copper Creek Elementary - 118	0.5000	$	250.00
Hossain, Ismat Sharmeen	Copper Creek Elementary - 118	0.9375	$	468.75
Laughlin, Von Ligon	Copper Creek Elementary - 118	0.9375	$	468.75
Martin, Elinore Janice	Copper Creek Elementary - 118	0.9375	$	468.75
Mcfadden, William Edward	Copper Creek Elementary - 118	0.6250	$	312.50
Protteau, Elsa	Copper Creek Elementary - 118	1.0000	$	500.00

Quijada, Mary	Copper Creek Elementary - 118	0.9375	$	468.75
Rayl, Karin L	Copper Creek Elementary - 118	0.6000	$	300.00
Reinhardt, Camilla Corrine	Copper Creek Elementary - 118	0.9375	$	468.75
Ritzel, Lorella	Copper Creek Elementary - 118	1.0000	$	500.00
Thomas, Vita	Copper Creek Elementary - 118	0.9375	$	468.75
Barragan, Yohany	Coronado K-8 - 115	1.0000	$	500.00
Born, Alicia Claire	Coronado K-8 - 115	1.0000	$	500.00
Clary, Linda Ann	Coronado K-8 - 115	0.9375	$	468.75
Hagin, Lea Meredith	Coronado K-8 - 115	1.0000	$	500.00
Lerch, Gary Edwin	Coronado K-8 - 115	1.0000	$	500.00
Lewis, Linda Louise	Coronado K-8 - 115	0.9375	$	468.75
Peterson, Jenny	Coronado K-8 - 115	0.5000	$	250.00
Valdivia, Aaron J	Coronado K-8 - 115	1.0000	$	500.00
Baron, Craig A	Cross Middle - 167	0.6000	$	290.40
Camacho, Georgina S	Cross Middle - 167	1.0000	$	484.00
Contreras, Elsa Angelina	Cross Middle - 167	0.9375	$	453.75
Fogltance, Debra L	Cross Middle - 167	0.9750	$	471.90
Gerson, Lorelei Ann	Cross Middle - 167	1.0000	$	484.00
Hurd-Klett, Pamela Ann	Cross Middle - 167	0.9375	$	453.75
King, Helene	Cross Middle - 167	0.9375	$	453.75
Maliszewski, Deborah Lynn	Cross Middle - 167	0.9375	$	453.75
Manes, Rorie Ashlyn Nichole	Cross Middle - 167	0.9375	$	453.75
Markley, Karen L	Cross Middle - 167	0.9375	$	453.75
Molina Velazquez, Andres Eduardo	Cross Middle - 167	0.9375	$	453.75
Watson, Dacey Laree	Cross Middle - 167	0.9375	$	453.75
Boyan, Beth P	Donaldson Elementary - 106	0.6000	$	300.00
Cattler, Joanne	Donaldson Elementary - 106	0.9375	$	468.75
Lopez, Erica Guadalupe	Donaldson Elementary - 106	0.6000	$	300.00
Lopez, Rebecca S	Donaldson Elementary - 106	1.0000	$	500.00
Martinez, Angela Elena	Donaldson Elementary - 106	0.9375	$	468.75
Myers, Crystal Renee	Donaldson Elementary - 106	1.0000	$	500.00
Nosheny, Aaron	Donaldson Elementary - 106	0.6000	$	300.00
Nosheny, Aaron	Donaldson Elementary - 106	0.1500	$	75.00
Orlosky, Sheryl Ann	Donaldson Elementary - 106	0.9375	$	468.75
Tarquin, Kathy	Donaldson Elementary - 106	1.0000	$	500.00
Titzel, Everenice Paniagua	Donaldson Elementary - 106	0.9375	$	468.75
Atondo- Ballesteros, Perla G	Harelson Elementary - 107	1.0000	$	500.00
Avitia, Sabrina Ashley	Harelson Elementary - 107	0.9375	$	468.75
Grant, Renee Marie	Harelson Elementary - 107	0.9375	$	468.75
Jordison, Lauren R	Harelson Elementary - 107	1.0000	$	500.00
LaPedus, Alicia Ann	Harelson Elementary - 107	0.9375	$	468.75
Lauscher, Kim A	Harelson Elementary - 107	0.9375	$	468.75
Riegert, Monica Lynn	Harelson Elementary - 107	0.6000	$	300.00
Riegert, Monica Lynn	Harelson Elementary - 107	0.4000	$	200.00
Rose, Heather Irene	Harelson Elementary - 107	0.9375	$	468.75
Aguirre, Adilene	Holaway Elementary - 108	1.0000	$	500.00
Barbary, Jessica Lynne	Holaway Elementary - 108	0.6000	$	300.00

Broome, Steven C	Holaway Elementary - 108	0.6000	$	300.00
Broome, Steven C	Holaway Elementary - 108	0.4000	$	200.00
Burgess, Meredith Rose	Holaway Elementary - 108	1.0000	$	500.00
Cruz, Kristy Irene	Holaway Elementary - 108	0.9375	$	468.75
Gardoni, Beatrice Guerena	Holaway Elementary - 108	0.9375	$	468.75
Hakes, Jacquelen	Holaway Elementary - 108	0.9375	$	468.75
Joyce, Marcia	Holaway Elementary - 108	1.0000	$	500.00
Kennedy, Chelsea Noel	Holaway Elementary - 108	0.9375	$	468.75
Marquez, Galahad B	Holaway Elementary - 108	0.2500	$	125.00
Rudolph, Kathryn Jenkins	Holaway Elementary - 108	1.0000	$	500.00
Verrett, Monica Ann	Holaway Elementary - 108	1.0000	$	500.00
Villa Felix, Grecia	Holaway Elementary - 108	0.9375	$	468.75
Wilson, Margaret Patricia	Holaway Elementary - 108	0.9375	$	468.75
Badr, Carolyn L	Innovation Academy - 119	1.0000	$	500.00
Bustamante Felix, Claudia V	Innovation Academy - 119	1.0000	$	500.00
Dean, Lisa M	Innovation Academy - 119	1.0000	$	500.00
Lewis, Brandy Dawn	Innovation Academy - 119	1.0000	$	500.00
Priestle, Stephen Paul	Innovation Academy - 119	1.0000	$	500.00
VINCENT, ASHLEY ANN	Innovation Academy - 119	0.9375	$	468.75
Walder, Martina	Innovation Academy - 119	0.6000	$	300.00
Walder, Martina	Innovation Academy - 119	0.1500	$	75.00
Wilson, Karen Kay	Innovation Academy - 119	0.5000	$	250.00
Bragg, Sheree Lee	Ironwood Ridge High - 280	1.0000	$	500.00
Horger, Alexis Danielle	Ironwood Ridge High - 280	1.0000	$	500.00
Pham, Khanh Ngoc	Ironwood Ridge High - 280	0.9375	$	468.75
Rea, Veronica Marie	Ironwood Ridge High - 280	1.0000	$	500.00
Ripley, Lori Lee	Ironwood Ridge High - 280	0.9375	$	468.75
Valdez, Rosa Elena	Ironwood Ridge High - 280	1.0000	$	500.00
Wilford, Cindy L	Ironwood Ridge High - 280	0.9375	$	468.75
Winkel, Cheryl Louise	Ironwood Ridge High - 280	1.0000	$	500.00
Ashmore, Kristy Lynn	Keeling Elementary - 109	0.8000	$	400.00
Cardenas, Mario Chanez Jr	Keeling Elementary - 109	1.0000	$	500.00
Daigle, Seleste Marie	Keeling Elementary - 109	0.5000	$	250.00
Daigle, Seleste Marie	Keeling Elementary - 109	0.4000	$	200.00
Defrancesco, Emily Hodges	Keeling Elementary - 109	1.0000	$	500.00
Galindez, Jessica M	Keeling Elementary - 109	1.0000	$	500.00
Gutierrez, Dina Alberta	Keeling Elementary - 109	0.8750	$	437.50
Lorentine, Priscilla Strongheart	Keeling Elementary - 109	0.9375	$	468.75
O'Connell, Amanda Michelle	Keeling Elementary - 109	0.9375	$	468.75
Puente, Anna Marie	Keeling Elementary - 109	0.5000	$	250.00
Puente, Anna Marie	Keeling Elementary - 109	0.5000	$	250.00
Siqueiros, Angelica	Keeling Elementary - 109	0.5000	$	250.00
Siqueiros, Angelica	Keeling Elementary - 109	0.5000	$	250.00
Welchert, Heather Ann	Keeling Elementary - 109	0.9375	$	468.75
Coronado Medina, Magda Patricia	La Cima Middle - 165	0.9375	$	463.13
Dalton-Aragon, Jaron Matthew	La Cima Middle - 165	0.6000	$	296.40
Dalton-Aragon, Jaron Matthew	La Cima Middle - 165	0.4000	$	197.60

Muscarello, Chelsea Jo	La Cima Middle - 165	0.9375	$	463.13
Pye, Alexander Enrique Guzman	La Cima Middle - 165	0.9375	$	463.13
Buckner, Gina Lynn	Mesa Verde Elementary - 116	0.9375	$	455.63
Dowell, Jessica N T	Mesa Verde Elementary - 116	0.9375	$	455.63
Figueroa, Cameron Renee	Mesa Verde Elementary - 116	0.9375	$	455.63
Flores, Mallory Jean	Mesa Verde Elementary - 116	0.9375	$	455.63
Gomez, Ignacio Daniel	Mesa Verde Elementary - 116	0.6000	$	291.60
Gomez, Ignacio Daniel	Mesa Verde Elementary - 116	0.2000	$	97.20
Gomez, Ignacio Daniel	Mesa Verde Elementary - 116	0.2000	$	97.20
Headley, Erika Johannah	Mesa Verde Elementary - 116	0.9375	$	455.63
Honomichl, Erika Michelle	Mesa Verde Elementary - 116	0.9375	$	455.63
LaPedus, Michael S	Mesa Verde Elementary - 116	1.0000	$	486.00
Oldaker, Rachel Michelle	Mesa Verde Elementary - 116	1.0000	$	486.00
Pamela, Pinkmary Dorothy	Mesa Verde Elementary - 116	0.9375	$	455.63
Parra, Debbie D	Mesa Verde Elementary - 116	0.9375	$	455.63
Priest, Shannon Virginia	Mesa Verde Elementary - 116	0.9375	$	455.63
Schelle, Heather Christine	Mesa Verde Elementary - 116	0.9375	$	455.63
Trillo, Suzanne M	Mesa Verde Elementary - 116	1.0000	$	486.00
Campbell, Kevin Thomas	Nash Elementary - 110	0.9375	$	468.75
Campbell, Scott William	Nash Elementary - 110	1.0000	$	500.00
Makovic, Lisa Renee	Nash Elementary - 110	1.0000	$	500.00
Marchan, Louis Jordan	Nash Elementary - 110	0.6000	$	300.00
Marchan, Louis Jordan	Nash Elementary - 110	0.4000	$	200.00
Maugans, Elissa Miriam	Nash Elementary - 110	0.9375	$	468.75
Reyes, Monica Lavinia	Nash Elementary - 110	0.9375	$	468.75
Wernert, Sarah Beth	Nash Elementary - 110	0.9375	$	468.75
Christensen, Christine Jyl	Painted Sky Elementary - 114	0.6000	$	300.00
Cuestas, Lena L	Painted Sky Elementary - 114	1.0000	$	500.00
Davis, Wendy Sue	Painted Sky Elementary - 114	1.0000	$	500.00
Klimowicz, Vincent W Jr	Painted Sky Elementary - 114	0.6000	$	300.00
Klimowicz, Vincent W Jr	Painted Sky Elementary - 114	0.4000	$	200.00
McCormick, Marina Camargo	Painted Sky Elementary - 114	1.0000	$	500.00
Sanchez, Jennifer Lisa	Painted Sky Elementary - 114	0.9375	$	468.75
Shipton, Jody Ann	Painted Sky Elementary - 114	1.0000	$	500.00
Small, Reina Larissa	Painted Sky Elementary - 114	0.9375	$	468.75
Trombetta, Ann Jones	Painted Sky Elementary - 114	0.7500	$	375.00
Watson, Christy Anne	Painted Sky Elementary - 114	0.9375	$	468.75
Blaine, Margaret Bernice	Prince Elementary - 111	0.5500	$	275.00
Blaine, Margaret Bernice	Prince Elementary - 111	0.4500	$	225.00
Frost, Rachel D	Prince Elementary - 111	0.6000	$	300.00
Frost, Rachel D	Prince Elementary - 111	0.4000	$	200.00
Graham, Mary Kaye	Prince Elementary - 111	1.0000	$	500.00
Mason, Kristin Marie	Prince Elementary - 111	1.0000	$	500.00
Olivares Velarde, Sara P	Prince Elementary - 111	0.5000	$	250.00
Smith, Stephanie Avisa	Prince Elementary - 111	0.5000	$	250.00
Smith, Stephanie Avisa	Prince Elementary - 111	0.5000	$	250.00
Wray, Eileen Nannette	Prince Elementary - 111	1.0000	$	500.00

Benavidez, Anthony James	Rillito Center - 125	0.9375	$	468.75
Bogomol, Scott W	Rillito Center - 125	0.9375	$	468.75
Clayton, Darlene Nia	Rillito Center - 125	0.8750	$	437.50
Darnell, Amanda Sue	Rillito Center - 125	0.8000	$	400.00
Darnell, Amanda Sue	Rillito Center - 125	0.1375	$	68.75
Deconcini, Nina A	Rillito Center - 125	0.9375	$	468.75
Dickey, Anitra Mashawn	Rillito Center - 125	1.0000	$	500.00
Fiske, Hui Xian	Rillito Center - 125	0.9375	$	468.75
Hartwig, Georganne	Rillito Center - 125	0.9375	$	468.75
Hernandez, David Christopher	Rillito Center - 125	1.0000	$	500.00
Hersha, Dalton Connor	Rillito Center - 125	0.9375	$	468.75
Lama Godinez, Marcela Gricelda	Rillito Center - 125	0.9375	$	468.75
Mastrorocco, Wendy Elizabeth	Rillito Center - 125	0.8750	$	437.50
Munoz, Mariana Leticia	Rillito Center - 125	0.8750	$	437.50
Peer, Aimee Primrose	Rillito Center - 125	0.8750	$	437.50
Plimpton, John P	Rillito Center - 125	0.8750	$	437.50
Rodarte, Nora Isabel	Rillito Center - 125	0.9375	$	468.75
Tobin, Timothy Aloysius	Rillito Center - 125	0.9375	$	468.75
Tyczynski, Amanda Beatrice	Rillito Center - 125	0.9375	$	468.75
Tyczynski, Kristine Susan	Rillito Center - 125	1.0000	$	500.00
Alvarado, Cindy Alice	Rio Vista Elementary - 117	0.9375	$	465.00
Caponigro, Deborah C	Rio Vista Elementary - 117	0.6000	$	297.60
Caponigro, Deborah C	Rio Vista Elementary - 117	0.4000	$	198.40
Cervantes Cortez, Jorge E	Rio Vista Elementary - 117	1.0000	$	496.00
Coronado, Yvonne	Rio Vista Elementary - 117	0.9375	$	465.00
Cortez, Monique Cassandra	Rio Vista Elementary - 117	0.9375	$	465.00
Crum, Tracy	Rio Vista Elementary - 117	0.7500	$	372.00
Estrella, Elinora Moreno	Rio Vista Elementary - 117	0.5000	$	248.00
Estudillo, Stephanie Nichole	Rio Vista Elementary - 117	0.9375	$	465.00
Gamez, Griselda	Rio Vista Elementary - 117	0.9375	$	465.00
Martinez, Janitza Danel	Rio Vista Elementary - 117	0.9375	$	465.00
Meeks, Heather Elaine	Rio Vista Elementary - 117	1.0000	$	496.00
Montano, Diane Janine	Rio Vista Elementary - 117	1.0000	$	496.00
Moreno Andrade, Elizabeth Olivia	Rio Vista Elementary - 117	0.9375	$	465.00
Quimby-Greene, Stephanie J	Rio Vista Elementary - 117	1.0000	$	496.00
Ruesch, Svana C	Rio Vista Elementary - 117	1.0000	$	496.00
Sennett, Daniel E	Rio Vista Elementary - 117	0.9375	$	465.00
Frankenberg, Viviana Elizabeth	Walker Elementary - 112	1.0000	$	484.00
Kirfman, Jessica Marie	Walker Elementary - 112	0.6000	$	290.40
Lee, Linda Elena	Walker Elementary - 112	1.0000	$	484.00
Lindsey, Cathy A	Walker Elementary - 112	0.9375	$	453.75
Ruiz, Tanyia	Walker Elementary - 112	1.0000	$	484.00
Sierra, Mary L	Walker Elementary - 112	1.0000	$	484.00
Simmons, William Francis	Walker Elementary - 112	0.6000	$	290.40
Simmons, William Francis	Walker Elementary - 112	0.4000	$	193.60
Vincent, Shelley Lynn	Walker Elementary - 112	0.9375	$	453.75
Borja, Aubriana D''nae Blas	Wilson K-8 - 168	0.9375	$	468.75

Bradley-Weinheimer, Morgan Riana	Wilson K-8 - 168	0.7500	$	375.00
Carner, Nicole Marie	Wilson K-8 - 168	0.9375	$	468.75
Dodson, Haley Alexis	Wilson K-8 - 168	0.9375	$	468.75
Felix, Nicole Rowell	Wilson K-8 - 168	0.9375	$	468.75
Henley, Jolee Dawn	Wilson K-8 - 168	0.9375	$	468.75
Imbody, Louise Maria	Wilson K-8 - 168	0.9375	$	468.75
Klinetop, Norman Lewis	Wilson K-8 - 168	1.0000	$	500.00
Magallanes, Nancy Jean	Wilson K-8 - 168	0.9375	$	468.75
Martinez, Dayanara Lizeth	Wilson K-8 - 168	0.9375	$	468.75
Rodriguez, Ann Elizabeth	Wilson K-8 - 168	0.9375	$	468.75
Seeley, Lisa	Wilson K-8 - 168	1.0000	$	500.00

301 FY24 Payout of FY23 (Teachers)

Name	Participating Site	FTE	Total
Cook, Cheryl Marie	Amphi Academy Online - EL	1.0000	$ 4,588.26
Keene, Bonnie Josanne	Amphi Academy Online - EL	0.5000	$ 2,294.13
Bratthauer-Heaps, Dawn Marie	Amphi Academy Online - HS	1.0000	$ 4,511.79
Di Vetta, Trista Marie	Amphi Academy Online - MS	1.0000	$ 4,588.26
Acevedo, Stephanie Ann	Amphitheater High - 281	1.0000	$ 4,305.68
Aranda, Donald George	Amphitheater High - 281	1.0000	$ 4,305.68
Balachandran, Devahi	Amphitheater High - 281	0.4000	$ 1,722.27
Becker-Rohrer, Judith M	Amphitheater High - 281	1.0000	$ 4,305.68
Berrigan, Morgan Leslie	Amphitheater High - 281	1.0000	$ 4,305.68
Beuthin, Kevin William	Amphitheater High - 281	1.0000	$ 4,305.68
Blount, Denita M	Amphitheater High - 281	1.0000	$ 4,305.68
Bultman, Benjamin N	Amphitheater High - 281	0.2000	$ 861.14
Bultman, Benjamin N	Amphitheater High - 281	0.8000	$ 3,444.54
Burlison, Taryn Joy	Amphitheater High - 281	1.0000	$ 4,305.68
Caldwell, Theresa L	Amphitheater High - 281	1.0000	$ 4,305.68
Christensen, Brittney Marie	Amphitheater High - 281	1.0000	$ 4,305.68
Claus, Katherine Corinne	Amphitheater High - 281	1.0000	$ 4,305.68
Crist, Gary Lee	Amphitheater High - 281	0.4000	$ 1,722.27
Crist, Gary Lee	Amphitheater High - 281	0.2000	$ 861.14
Crist, Gary Lee	Amphitheater High - 281	0.4000	$ 1,722.27
Desai, Anmol Priya	Amphitheater High - 281	1.0000	$ 4,229.20
Diaz, Richard Frank	Amphitheater High - 281	0.6000	$ 2,537.52
Diaz, Richard Frank	Amphitheater High - 281	0.4000	$ 1,691.68
Dickinson, Kimberly Eve	Amphitheater High - 281	0.2000	$ 861.14
Dickinson, Kimberly Eve	Amphitheater High - 281	0.8000	$ 3,444.54
Dotts, John Philip	Amphitheater High - 281	1.0000	$ 4,229.20
Dunnet, Gavin R	Amphitheater High - 281	1.0000	$ 4,305.68
Duran-Keppler, Monica Catherine	Amphitheater High - 281	1.0000	$ 4,305.68
Engel, Katherine	Amphitheater High - 281	1.0000	$ 4,305.68
Evans, Bethany Anne	Amphitheater High - 281	1.0000	$ 4,305.68
Faulkner, Violet A	Amphitheater High - 281	1.0000	$ 4,305.68
Gadarian, Kristen Elaine	Amphitheater High - 281	1.0000	$ 4,305.68
Garcia Salcido, Jose Francisco	Amphitheater High - 281	1.0000	$ 4,305.68
Garcia, Carla Duran	Amphitheater High - 281	1.0000	$ 4,305.68
Gerik, Morgan Brittany	Amphitheater High - 281	1.0000	$ 4,305.68
Griffith, Heather L	Amphitheater High - 281	0.8000	$ 3,444.54
Griffith, Heather L	Amphitheater High - 281	0.2000	$ 861.14
Harding, Kevin Daniel	Amphitheater High - 281	1.0000	$ 4,305.68
Harper, Ellis Mckinley	Amphitheater High - 281	1.0000	$ 4,229.20
Hartz, Megan Kathleen	Amphitheater High - 281	1.0000	$ 4,305.68
Haskell, Joseph L	Amphitheater High - 281	1.0000	$ 4,305.68
Haverty, Matthew Patrick	Amphitheater High - 281	0.8000	$ 3,444.54
Haverty, Matthew Patrick	Amphitheater High - 281	0.2000	$ 861.14
Heagle, Denise A	Amphitheater High - 281	0.8000	$ 3,444.54

Horetski, Christine Marie	Amphitheater High - 281	1.0000	$	4,305.68
Hurley, Benjamin W	Amphitheater High - 281	1.0000	$	4,305.68
Johnson, Marian Christine	Amphitheater High - 281	1.0000	$	4,305.68
Kipley, Kayla Jordan	Amphitheater High - 281	1.0000	$	4,305.68
Kuhn, Brandon Edward	Amphitheater High - 281	1.0000	$	4,305.68
Landrith, David Edwin	Amphitheater High - 281	1.0000	$	4,305.68
Lange, Brockton Grant	Amphitheater High - 281	1.0000	$	4,305.68
Lise, Ronald G Jr	Amphitheater High - 281	1.0000	$	4,305.68
McQuade, Lavinia Lynn	Amphitheater High - 281	1.0000	$	4,229.20
Mendivil, Jorge E	Amphitheater High - 281	0.8000	$	3,444.54
Mendivil, Jorge E	Amphitheater High - 281	0.2000	$	861.14
Murrell, Marley Angelita	Amphitheater High - 281	0.4000	$	1,722.27
Murrell, Marley Angelita	Amphitheater High - 281	0.6000	$	2,583.41
Ousley, Wendi L	Amphitheater High - 281	1.0000	$	4,305.68
Parham, John Thomas	Amphitheater High - 281	1.0000	$	4,305.68
Ramsey, Julie Marie	Amphitheater High - 281	0.8000	$	3,444.54
Ramsey, Julie Marie	Amphitheater High - 281	0.2000	$	861.14
Randall, Lesa Beth	Amphitheater High - 281	0.2000	$	861.14
Randall, Lesa Beth	Amphitheater High - 281	0.8000	$	3,444.54
Rodgers, H Morgan	Amphitheater High - 281	1.0000	$	4,305.68
Rose, Stileda Patrice	Amphitheater High - 281	0.5000	$	2,114.60
Rose, Stileda Patrice	Amphitheater High - 281	0.5000	$	2,114.60
Rosson, Karen Chiles	Amphitheater High - 281	1.0000	$	4,305.68
Russell, Denese Lene	Amphitheater High - 281	1.0000	$	4,305.68
Sandoval, Gary G	Amphitheater High - 281	0.8000	$	3,444.54
Scheel, Christopher N	Amphitheater High - 281	1.0000	$	4,305.68
Schwingbeck, Michael J	Amphitheater High - 281	1.0000	$	4,229.20
Scrivner, Matthew Allen	Amphitheater High - 281	1.0000	$	4,305.68
Smith, Lucas Frederick-Walter	Amphitheater High - 281	0.2000	$	861.14
Smith, Lucas Frederick-Walter	Amphitheater High - 281	0.8000	$	3,444.54
Smith, Shawn M	Amphitheater High - 281	0.6000	$	2,583.41
Smith, Shawn M	Amphitheater High - 281	0.4000	$	1,722.27
Steiniger, Andreli	Amphitheater High - 281	1.0000	$	4,305.68
Stuetze, Christen Erik	Amphitheater High - 281	0.4000	$	1,722.27
Stuetze, Christen Erik	Amphitheater High - 281	0.6000	$	2,583.41
Summons, Sjana Lee	Amphitheater High - 281	1.0000	$	4,305.68
Taouil, Sarah Giovanna	Amphitheater High - 281	1.0000	$	4,305.68
Theisz, Michele J	Amphitheater High - 281	1.0000	$	4,305.68
Thornburg, Ryan E	Amphitheater High - 281	1.0000	$	4,305.68
Tolton, Diana Dawn	Amphitheater High - 281	1.0000	$	4,229.20
Trouard, Matthew Philip	Amphitheater High - 281	1.0000	$	4,305.68
Van Wert, Ryan Anthony	Amphitheater High - 281	1.0000	$	4,229.20
Velasquez, Jeanne Kay	Amphitheater High - 281	1.0000	$	4,229.20
Vo, Michael M	Amphitheater High - 281	1.0000	$	4,229.20
Watson, David J	Amphitheater High - 281	1.0000	$	4,305.68
Willis, John L	Amphitheater High - 281	1.0000	$	4,305.68
Willis, Maria Angelica H	Amphitheater High - 281	1.0000	$	4,229.20

Young, Robert Christopher	Amphitheater High - 281	1.0000	$	4,229.20
Youngling, Roland Dempson Iii	Amphitheater High - 281	1.0000	$	4,305.68
Yount, Sonya	Amphitheater High - 281	0.8000	$	3,444.54
Yount, Sonya	Amphitheater High - 281	0.2000	$	861.14
Zelov, Marc Alan	Amphitheater High - 281	1.0000	$	4,305.68
Zolo, Tatiana	Amphitheater High - 281	1.0000	$	4,305.68
Alvarez, Luisana	Amphitheater Middle - 166	1.0000	$	4,374.00
Arredondo, Mateo	Amphitheater Middle - 166	0.1667	$	729.15
Arredondo, Mateo	Amphitheater Middle - 166	0.8333	$	3,644.85
Ayers, Nathan D	Amphitheater Middle - 166	1.0000	$	4,374.00
Belt, Mattie Lee	Amphitheater Middle - 166	0.5000	$	2,187.00
Belt, Mattie Lee	Amphitheater Middle - 166	0.5000	$	2,187.00
Bennett, John Andrew	Amphitheater Middle - 166	1.0000	$	4,374.00
Borden, Kylie Karen-Sue	Amphitheater Middle - 166	0.1667	$	729.15
Borden, Kylie Karen-Sue	Amphitheater Middle - 166	0.8333	$	3,644.85
Cameron Hooper, Cheresa Renea	Amphitheater Middle - 166	0.8333	$	3,644.85
Cameron Hooper, Cheresa Renea	Amphitheater Middle - 166	0.1667	$	729.15
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.3333	$	1,457.85
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1667	$	729.15
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1667	$	729.15
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1666	$	728.71
Campbell, Ondrea Ninette	Amphitheater Middle - 166	0.1667	$	729.15
Caputo, John Charles II	Amphitheater Middle - 166	0.3333	$	1,432.36
Caputo, John Charles II	Amphitheater Middle - 166	0.6667	$	2,865.16
Castro, Sylvestre Madrid	Amphitheater Middle - 166	1.0000	$	4,374.00
Dunn, John Mark	Amphitheater Middle - 166	1.0000	$	4,374.00
Duran, Juanita	Amphitheater Middle - 166	0.5000	$	2,148.76
Duran, Juanita	Amphitheater Middle - 166	0.5000	$	2,148.76
Floyd, Katherine Suzanne	Amphitheater Middle - 166	0.8333	$	3,644.85
Floyd, Katherine Suzanne	Amphitheater Middle - 166	0.1667	$	729.15
Gonzalez Garcia, Leticia	Amphitheater Middle - 166	0.5000	$	2,148.76
Gonzalez Garcia, Leticia	Amphitheater Middle - 166	0.5000	$	2,148.76
Hicken, Leslie Ann	Amphitheater Middle - 166	0.1667	$	729.15
Hicken, Leslie Ann	Amphitheater Middle - 166	0.8333	$	3,644.85
Higgins, Kellie Randell	Amphitheater Middle - 166	1.0000	$	4,374.00
Holst, Lydia	Amphitheater Middle - 166	1.0000	$	4,374.00
Houck, Chrysanne H	Amphitheater Middle - 166	0.1667	$	690.90
Houck, Chrysanne H	Amphitheater Middle - 166	0.1667	$	690.90
Houck, Chrysanne H	Amphitheater Middle - 166	0.3333	$	1,381.39
Houck, Chrysanne H	Amphitheater Middle - 166	0.3333	$	1,381.39
Keller, Jennifer Megan	Amphitheater Middle - 166	1.0000	$	4,374.00
King, Brenda Kay	Amphitheater Middle - 166	1.0000	$	4,374.00
Kirkendall, Alexis Montiel	Amphitheater Middle - 166	0.7000	$	3,061.69
Kirkendall, Alexis Montiel	Amphitheater Middle - 166	0.0500	$	218.81
Landen, MaryEllen Troy	Amphitheater Middle - 166	1.0000	$	4,297.52
Laughter, Marlana Jerrileen	Amphitheater Middle - 166	1.0000	$	4,374.00
Le, Thanhliem	Amphitheater Middle - 166	0.6667	$	2,916.14

Le, Thanhliem	Amphitheater Middle - 166	0.3333	$	1,457.85
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.1667	$	729.15
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.3333	$	1,457.85
Lortie, Sarah Elizabeth	Amphitheater Middle - 166	0.5000	$	2,187.00
Loudon, Matthew William P	Amphitheater Middle - 166	0.1667	$	729.15
Loudon, Matthew William P	Amphitheater Middle - 166	0.8333	$	3,644.85
Malone, Jonathan Daniel	Amphitheater Middle - 166	0.1667	$	716.40
Malone, Jonathan Daniel	Amphitheater Middle - 166	0.8333	$	3,581.12
Mendez, Melisa B	Amphitheater Middle - 166	1.0000	$	4,374.00
Mercilliott, Christopher Lee	Amphitheater Middle - 166	0.1667	$	729.15
Mercilliott, Christopher Lee	Amphitheater Middle - 166	0.8333	$	3,644.85
Mikell, Benjamin G	Amphitheater Middle - 166	1.0000	$	4,374.00
Murugesan, Ashreetha	Amphitheater Middle - 166	0.1667	$	716.40
Murugesan, Ashreetha	Amphitheater Middle - 166	0.8333	$	3,581.12
Neubauer, Cristina Star	Amphitheater Middle - 166	1.0000	$	4,374.00
Olson, Katherine Samantha	Amphitheater Middle - 166	0.3333	$	1,432.36
Olson, Katherine Samantha	Amphitheater Middle - 166	0.6667	$	2,865.16
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.5000	$	2,187.00
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.1667	$	729.15
Paulson-Midgley, Tamara Lynn	Amphitheater Middle - 166	0.3333	$	1,457.85
Pham, Phi H	Amphitheater Middle - 166	0.1667	$	729.15
Pham, Phi H	Amphitheater Middle - 166	0.1666	$	728.71
Pham, Phi H	Amphitheater Middle - 166	0.6667	$	2,916.14
Queiruga, Jennifer	Amphitheater Middle - 166	0.5000	$	2,187.00
Queiruga, Jennifer	Amphitheater Middle - 166	0.5000	$	2,187.00
Reis, Cary Brooks	Amphitheater Middle - 166	0.8333	$	3,644.85
Reis, Cary Brooks	Amphitheater Middle - 166	0.1667	$	729.15
Rossi, Samara Diane	Amphitheater Middle - 166	0.1667	$	729.15
Rossi, Samara Diane	Amphitheater Middle - 166	0.8333	$	3,644.85
Sjoquist, Mary Seeger	Amphitheater Middle - 166	1.0000	$	4,374.00
Vaughn, Michelle	Amphitheater Middle - 166	0.1667	$	716.40
Vaughn, Michelle	Amphitheater Middle - 166	0.8333	$	3,581.12
Vickrey, Kimberly Ann	Amphitheater Middle - 166	0.1667	$	716.40
Vickrey, Kimberly Ann	Amphitheater Middle - 166	0.8333	$	3,581.12
Altemara-Arnold, Sara Diane	Canyon del Oro High - 282	0.4000	$	1,820.40
Altemara-Arnold, Sara Diane	Canyon del Oro High - 282	0.6000	$	2,730.60
Alvarez, Loretta Brooke	Canyon del Oro High - 282	1.0000	$	4,551.00
Alzner, David Andrew Joseph	Canyon del Oro High - 282	1.0000	$	4,551.00
Araiza, Brittney Elizabeth	Canyon del Oro High - 282	1.0000	$	4,551.00
Arnold, Lindi Dalpiaz	Canyon del Oro High - 282	1.0000	$	4,551.00
Aukee, Lisa A	Canyon del Oro High - 282	0.2	$	910.20
Aukee, Lisa A	Canyon del Oro High - 282	0.8	$	3,640.80
Avila, Paul C	Canyon del Oro High - 282	1.0000	$	4,551.00
Bakken, Carrie Michelle	Canyon del Oro High - 282	1.0000	$	4,551.00
Basye, Jody Scott	Canyon del Oro High - 282	1.0000	$	4,551.00
Beca, Gina Marie	Canyon del Oro High - 282	0.8000	$	3,640.80
Bonar, Ann Marie	Canyon del Oro High - 282	1.0000	$	4,551.00

Bryant, Amanda Lynn	Canyon del Oro High - 282	1.0000	$	4,551.00
Cannon, Robert Christopher	Canyon del Oro High - 282	0.6000	$	2,730.60
Cannon, Robert Christopher	Canyon del Oro High - 282	0.2000	$	910.20
Cannon, Robert Christopher	Canyon del Oro High - 282	0.2000	$	910.20
Castle, Jordan Ray	Canyon del Oro High - 282	1.0000	$	4,551.00
Chen, Christopher Ko-Hsin	Canyon del Oro High - 282	0.4000	$	1,820.40
Chen, Christopher Ko-Hsin	Canyon del Oro High - 282	0.6000	$	2,730.60
Christman, Jill Roberta	Canyon del Oro High - 282	0.8000	$	3,640.80
Christman, Jill Roberta	Canyon del Oro High - 282	0.2000	$	910.20
Dadeppo, Lisa Marie Wilson	Canyon del Oro High - 282	1.0000	$	4,551.00
Dale, Jessica Marie	Canyon del Oro High - 282	1.0000	$	4,551.00
Dignum, Brandi Lynn	Canyon del Oro High - 282	0.8000	$	3,640.80
Dignum, Brandi Lynn	Canyon del Oro High - 282	0.2000	$	910.20
Duarte, Pamela Joy	Canyon del Oro High - 282	1.0000	$	4,551.00
Erickson, Ruth Ann	Canyon del Oro High - 282	0.2000	$	910.20
Erickson, Ruth Ann	Canyon del Oro High - 282	0.6000	$	2,730.60
Erickson, Ruth Ann	Canyon del Oro High - 282	0.2000	$	910.20
Ettenger, Kerry Marnell	Canyon del Oro High - 282	0.8000	$	3,640.80
Felix, Jennifer Leigh	Canyon del Oro High - 282	1.0000	$	4,551.00
Fox, Erica Rose	Canyon del Oro High - 282	0.8000	$	3,640.80
Gabriel, Christopher R J	Canyon del Oro High - 282	1.0000	$	4,551.00
Garcia, Tiffin Lane	Canyon del Oro High - 282	1.0000	$	4,551.00
Gerard, Michelle Andrea	Canyon del Oro High - 282	0.2000	$	910.20
Gerard, Michelle Andrea	Canyon del Oro High - 282	0.8000	$	3,640.80
Girard, Robert Michael	Canyon del Oro High - 282	0.4000	$	1,820.40
Girard, Robert Michael	Canyon del Oro High - 282	0.6000	$	2,730.60
Glor, Daniel Robert	Canyon del Oro High - 282	0.2000	$	910.20
Glor, Daniel Robert	Canyon del Oro High - 282	0.8000	$	3,640.80
Godlewski, Fabienna	Canyon del Oro High - 282	1.0000	$	4,551.00
Golden, Brande Lynn	Canyon del Oro High - 282	0.2000	$	910.11
Golden, Brande Lynn	Canyon del Oro High - 282	0.4000	$	1,820.49
Golden, Brande Lynn	Canyon del Oro High - 282	0.4000	$	1,820.40
Goldstein, Heidi Louise	Canyon del Oro High - 282	1.0000	$	4,551.00
Grimes, Elizabeth Anne	Canyon del Oro High - 282	1.0000	$	4,474.53
Gutierrez, Rebecca Dent	Canyon del Oro High - 282	0.6000	$	2,730.60
Gutierrez, Rebecca Dent	Canyon del Oro High - 282	0.4000	$	1,820.40
Harris, Noreen Christina	Canyon del Oro High - 282	1.0000	$	4,551.00
Hebert, Patricia	Canyon del Oro High - 282	0.6000	$	2,684.72
Hebert, Patricia	Canyon del Oro High - 282	0.4000	$	1,789.81
Hjalmarson-Kittredge, Mary Beth	Canyon del Oro High - 282	0.8000	$	3,640.80
Holehan, Megan Leigh	Canyon del Oro High - 282	1.0000	$	4,551.00
Hsieh, Christopher Stephen	Canyon del Oro High - 282	1.0000	$	4,551.00
Kati, Stephanie Noel	Canyon del Oro High - 282	1.0000	$	4,551.00
Kevershan, Kimberly	Canyon del Oro High - 282	1.0000	$	4,551.00
Kincaid, Addy Elena	Canyon del Oro High - 282	1.0000	$	4,551.00
Krater, Caroline A	Canyon del Oro High - 282	0.2000	$	910.20
Krater, Caroline A	Canyon del Oro High - 282	0.8000	$	3,640.80

Lantz, Robert Alan	Canyon del Oro High - 282	1.0000	$	4,551.00
Larkin, Jennifer Louise	Canyon del Oro High - 282	1.0000	$	4,551.00
Marcsisak, Adrianna Privitera	Canyon del Oro High - 282	1.0000	$	4,551.00
Mayhew, Constance Lynn	Canyon del Oro High - 282	1.0000	$	4,474.53
Mccann-Smith, Sarina Rodriguez	Canyon del Oro High - 282	1.0000	$	4,551.00
McCoy, Lorraine J	Canyon del Oro High - 282	0.6000	$	2,730.60
McCoy, Lorraine J	Canyon del Oro High - 282	0.4000	$	1,820.40
Mcgill, Gena Annette	Canyon del Oro High - 282	1.0000	$	4,551.00
Meitner, Nickolas Steven	Canyon del Oro High - 282	1.0000	$	4,551.00
Moes, John David Scott	Canyon del Oro High - 282	1.0000	$	4,551.00
Nicley, Camille Yeats Costello	Canyon del Oro High - 282	1.0000	$	4,551.00
Olszewski, Cynthia Joanne Danusia	Canyon del Oro High - 282	0.2000	$	910.20
Parriott, Lisa Ann	Canyon del Oro High - 282	1.0000	$	4,551.00
Peace, Dustin P	Canyon del Oro High - 282	0.8000	$	3,640.80
Pechuzal, Caroline L	Canyon del Oro High - 282	0.8000	$	3,640.80
Piazza, Elizabeth Leigh	Canyon del Oro High - 282	1.0000	$	4,551.00
Porter, Ronald G	Canyon del Oro High - 282	1.0000	$	4,551.00
Potter, Elizabeth Hill	Canyon del Oro High - 282	1.0000	$	4,551.00
Powell, Matthew W	Canyon del Oro High - 282	1.0000	$	4,551.00
Randall, Louisa Maria	Canyon del Oro High - 282	1.0000	$	4,551.00
Reynolds, Holly Elaine	Canyon del Oro High - 282	0.6000	$	2,730.60
Reynolds, Holly Elaine	Canyon del Oro High - 282	0.4000	$	1,820.40
Rogers, Alison	Canyon del Oro High - 282	0.6000	$	2,730.60
Rogers, Alison	Canyon del Oro High - 282	0.4000	$	1,820.40
Ronstadt, Joshua Robert	Canyon del Oro High - 282	0.4000	$	1,820.40
Ronstadt, Joshua Robert	Canyon del Oro High - 282	0.6000	$	2,730.60
Roseman, Ronny Michael	Canyon del Oro High - 282	0.8000	$	3,640.80
Roseman, Ronny Michael	Canyon del Oro High - 282	0.2000	$	910.20
Rossi, Eric C	Canyon del Oro High - 282	1.0000	$	4,551.00
Sanchez, Tenaya J	**Canyon del Oro High - 282**	1.0000	$	4,551.00
Schmuker, Ranee Tanner	Canyon del Oro High - 282	1.0000	$	4,551.00
Steiner, Jake Trenton	Canyon del Oro High - 282	1.0000	$	4,474.53
Street, Lee Noble	Canyon del Oro High - 282	0.2000	$	910.20
Street, Lee Noble	Canyon del Oro High - 282	0.8000	$	3,640.80
Sutton, Kyle Wayne	Canyon del Oro High - 282	1.0000	$	4,551.00
Tagawa, Toru	Canyon del Oro High - 282	0.4000	$	1,820.40
Tagawa, Toru	Canyon del Oro High - 282	0.4000	$	1,820.40
Tagawa, Toru	Canyon del Oro High - 282	0.2000	$	910.20
Tarbet, Jeremy James	Canyon del Oro High - 282	0.4000	$	1,820.40
Tarbet, Jeremy James	Canyon del Oro High - 282	0.6000	$	2,730.60
Taylor, Gayle Diane	Canyon del Oro High - 282	1.0000	$	4,551.00
Thomure, Emery Diana	Canyon del Oro High - 282	1.0000	$	4,551.00
Vossler, Ryan T	Canyon del Oro High - 282	1.0000	$	4,551.00
Watkins, Brent D	Canyon del Oro High - 282	1.0000	$	4,551.00
Whetherhult, Stephen Kurt	Canyon del Oro High - 282	1.0000	$	4,474.53
Windes, Jenny Ann	Canyon del Oro High - 282	0.8000	$	3,640.80
Windes, Jenny Ann	Canyon del Oro High - 282	0.2000	$	910.20

Yeager, Elizabeth Nicole	Canyon del Oro High - 282	1.0000	$	4,551.00
Yetman, Christopher S	Canyon del Oro High - 282	0.2000	$	910.20
Yetman, Christopher S	Canyon del Oro High - 282	0.8000	$	3,640.80
Yetman, Elethia Vinas	Canyon del Oro High - 282	1.0000	$	4,551.00
Ball, Kori Leigh	Copper Creek Elementary - 118	1.0000	$	4,634.85
Brandauer, Maria	Copper Creek Elementary - 118	1.0000	$	4,634.85
Cervantez, Monica Anne	Copper Creek Elementary - 118	1.0000	$	4,634.85
Christensen, Deborah Dianne	Copper Creek Elementary - 118	1.0000	$	4,634.85
Cosbey, Jennifer Anne	Copper Creek Elementary - 118	1.0000	$	4,634.85
Engelhard, Erin Mary	Copper Creek Elementary - 118	1.0000	$	4,634.85
Glasshoff, Lauri Wyrick	Copper Creek Elementary - 118	1.0000	$	4,634.85
Jean, Katrina Adalia	Copper Creek Elementary - 118	0.5000	$	2,317.42
Jean, Katrina Adalia	Copper Creek Elementary - 118	0.3000	$	1,390.45
Langis, Maria D	Copper Creek Elementary - 118	1.0000	$	4,634.85
Latin, Susan Carol	Copper Creek Elementary - 118	1.0000	$	4,634.85
Lewis, Loralee	Copper Creek Elementary - 118	1.0000	$	4,634.85
Loverde, Emily Ann	Copper Creek Elementary - 118	1.0000	$	4,634.85
MacLean, Zella Marie	Copper Creek Elementary - 118	1.0000	$	4,634.85
McClemons, Teri Marie	Copper Creek Elementary - 118	0.5000	$	2,317.42
McClemons, Teri Marie	Copper Creek Elementary - 118	0.5000	$	2,317.42
Multhup, January E	Copper Creek Elementary - 118	1.0000	$	4,634.85
Nenadovich, Heather Beth	Copper Creek Elementary - 118	1.0000	$	4,634.85
Ohlmaier, Hillary Gillanders	Copper Creek Elementary - 118	1.0000	$	4,634.85
Patton Wieber, Tara Jane	Copper Creek Elementary - 118	1.0000	$	4,558.37
Peplinski, Grace Michelle	Copper Creek Elementary - 118	1.0000	$	4,634.85
Roddewig, Melissa Marie	Copper Creek Elementary - 118	1.0000	$	4,634.85
Rubio, Carmen Odette	Copper Creek Elementary - 118	1.0000	$	4,634.85
Santoyo, Michelle Christa	Copper Creek Elementary - 118	1.0000	$	4,634.85
Schroeder, Michelle A	Copper Creek Elementary - 118	0.4500	$	2,085.68
Schroeder, Michelle A	Copper Creek Elementary - 118	0.4500	$	2,085.68
Schroeder, Michelle A	Copper Creek Elementary - 118	0.1000	$	463.48
Striegel, Angeline Jeanne	Copper Creek Elementary - 118	0.1000	$	463.48
Striegel, Angeline Jeanne	Copper Creek Elementary - 118	0.6000	$	2,780.91
Striegel, Angeline Jeanne	Copper Creek Elementary - 118	0.2000	$	926.97
Tapia, Robin Susan	Copper Creek Elementary - 118	1.0000	$	4,634.85
Tidwell, Madison Taylor	Copper Creek Elementary - 118	1.0000	$	4,634.85
Vance, Sarah B	Copper Creek Elementary - 118	0.4166	$	1,931.11
Vance, Sarah B	Copper Creek Elementary - 118	0.3000	$	1,390.45
Vance, Sarah B	Copper Creek Elementary - 118	0.0834	$	386.31
Walden, Sandra R	Copper Creek Elementary - 118	1.0000	$	4,634.85
Walsh, Kellie Ann	Copper Creek Elementary - 118	1.0000	$	4,634.85
White, Akeyla S	Copper Creek Elementary - 118	1.0000	$	4,634.85
Wilkes, Chelsie M	Copper Creek Elementary - 118	0.5000	$	2,317.42
Wilkes, Chelsie M	Copper Creek Elementary - 118	0.5000	$	2,317.42
Ammon, Connie Sue	Coronado K-8 - 115	0.9000	$	4,171.36
Ammon, Connie Sue	Coronado K-8 - 115	0.1000	$	463.48
Basurto, Xavier Antonio	Coronado K-8 - 115	0.6667	$	3,039.07

Basurto, Xavier Antonio	Coronado K-8 - 115	0.1666	$	759.42
Basurto, Xavier Antonio	Coronado K-8 - 115	0.1667	$	759.88
Berger, Ian Kevin	Coronado K-8 - 115	0.8333	$	3,798.49
Berger, Ian Kevin	Coronado K-8 - 115	0.1667	$	759.88
Boyd, Lisa	Coronado K-8 - 115	1.0000	$	4,634.85
Bruce, Kathryn Marie	Coronado K-8 - 115	1.0000	$	4,634.85
Bulisache, Michelle A	Coronado K-8 - 115	1.0000	$	4,558.37
Candelaria, Maria Kelty	Coronado K-8 - 115	1.0000	$	4,634.85
Cochran, James	Coronado K-8 - 115	0.3333	$	1,544.79
Cochran, James	Coronado K-8 - 115	0.2000	$	926.97
Coleman, Allison	Coronado K-8 - 115	1.0000	$	4,634.85
Cruce, Jennifer R	Coronado K-8 - 115	1.0000	$	4,634.85
Davis, Rachel Marie	Coronado K-8 - 115	1.0000	$	4,558.37
Duggan, Terry Plyler	Coronado K-8 - 115	1.0000	$	4,634.85
Eljerdi, Samah H	Coronado K-8 - 115	0.5000	$	2,317.42
Eljerdi, Samah H	Coronado K-8 - 115	0.5000	$	2,317.42
Galindo Rosenbaum, Ruth Leticia	Coronado K-8 - 115	1.0000	$	4,634.85
Garmon, Guadalupe	Coronado K-8 - 115	1.0000	$	4,558.37
Green, Rebecca Moria	Coronado K-8 - 115	0.5000	$	2,317.42
Green, Rebecca Moria	Coronado K-8 - 115	0.5000	$	2,317.42
Greenberg, Elyse R	Coronado K-8 - 115	1.0000	$	4,634.85
Grover, Jennifer Lynn	Coronado K-8 - 115	1.0000	$	4,405.42
Hayes, Jeremy J	Coronado K-8 - 115	0.8333	$	3,862.22
Hayes, Jeremy J	Coronado K-8 - 115	0.1667	$	772.63
King, Nicole B	Coronado K-8 - 115	0.5000	$	2,317.42
King, Nicole B	Coronado K-8 - 115	0.5000	$	2,317.42
Levy Caliva, Jessica Ellen	Coronado K-8 - 115	1.0000	$	4,634.85
Lewis, Kay Dee	Coronado K-8 - 115	1.0000	$	4,634.85
Lisowski, Christina Marie	Coronado K-8 - 115	1.0000	$	4,634.85
Luke, Maggie Kachel	Coronado K-8 - 115	1.0000	$	4,634.85
Marlatt, Lauren Andrea	Coronado K-8 - 115	0.8333	$	3,862.22
Marlatt, Lauren Andrea	Coronado K-8 - 115	0.1667	$	772.63
Morales, Jane D	Coronado K-8 - 115	0.8000	$	3,707.88
Moreno, Kristin Andrea	Coronado K-8 - 115	0.1667	$	772.63
Moreno, Kristin Andrea	Coronado K-8 - 115	0.8333	$	3,862.22
Northam, Susan Elizabeth	Coronado K-8 - 115	1.0000	$	4,634.85
Ochoa, Joy Marie	Coronado K-8 - 115	0.4000	$	1,853.94
Ochoa, Joy Marie	Coronado K-8 - 115	0.6000	$	2,780.91
Pierce, Stacey B	Coronado K-8 - 115	1.0000	$	4,558.37
Pike, Jennifer Callahan	Coronado K-8 - 115	0.8333	$	3,862.22
Pike, Jennifer Callahan	Coronado K-8 - 115	0.1667	$	772.63
Porteous, M C	Coronado K-8 - 115	0.2000	$	926.97
Porteous, M C	Coronado K-8 - 115	0.5000	$	2,317.42
Porteous, M C	Coronado K-8 - 115	0.3000	$	1,390.45
Prentis, Peggy Ann	Coronado K-8 - 115	0.6667	$	3,090.05
Prentis, Peggy Ann	Coronado K-8 - 115	0.3333	$	1,544.79
Quevedo, Shelley L	Coronado K-8 - 115	0.8333	$	3,862.22

Quevedo, Shelley L	Coronado K-8 - 115	0.1667	$	772.63
Randolph, Rusti Lynn	Coronado K-8 - 115	1.0000	$	4,634.85
Resley, Robin N	Coronado K-8 - 115	0.1666	$	772.17
Resley, Robin N	Coronado K-8 - 115	0.6667	$	3,090.05
Resley, Robin N	Coronado K-8 - 115	0.1667	$	772.63
Retherford, Robert Gene Jr	Coronado K-8 - 115	1.0000	$	4,634.85
Robles, Erin Elizabeth	Coronado K-8 - 115	1.0000	$	4,634.85
Rowe, Darlene	Coronado K-8 - 115	1.0000	$	4,634.85
Sadowl, Cyra Mechelle	Coronado K-8 - 115	1.0000	$	4,634.85
Scheffel, Liesl Mitchell	Coronado K-8 - 115	0.5000	$	2,317.42
Scheffel, Liesl Mitchell	Coronado K-8 - 115	0.5000	$	2,317.42
Shaheen, John Michael	Coronado K-8 - 115	1.0000	$	4,558.37
Sherman, Stacey Ann	Coronado K-8 - 115	0.8000	$	3,646.70
Sparlin, Erika Christine	Coronado K-8 - 115	1.0000	$	4,634.85
Stewart, Eric George	Coronado K-8 - 115	1.0000	$	4,634.85
Stewart, Patricia Kathleen	Coronado K-8 - 115	1.0000	$	4,634.85
Thomas, Kelley Marie	Coronado K-8 - 115	1.0000	$	4,634.85
Upmann, Adam William	Coronado K-8 - 115	0.8333	$	3,862.22
Upmann, Adam William	Coronado K-8 - 115	0.1667	$	772.63
Vigil, Laura Yvonne	Coronado K-8 - 115	0.4500	$	2,085.68
Vigil, Laura Yvonne	Coronado K-8 - 115	0.4500	$	2,085.68
Vigil, Laura Yvonne	Coronado K-8 - 115	0.1000	$	463.48
Whitney, Asami	Coronado K-8 - 115	1.0000	$	4,634.85
Wright, Treva May	Coronado K-8 - 115	0.5000	$	2,317.42
Wright, Treva May	Coronado K-8 - 115	0.5000	$	2,317.42
Applebaugh, Elisabeth Catherine Lemme	Cross Middle - 167	1.0000	$	4,459.00
Bosey, Bettina Marie	Cross Middle - 167	1.0000	$	4,535.47
Buckwalter, Kristen Cole	Cross Middle - 167	0.8333	$	3,779.41
Buckwalter, Kristen Cole	Cross Middle - 167	0.1667	$	756.06
Carlson, Kimberly Elaine	Cross Middle - 167	1.0000	$	4,535.47
Carter, Beth	Cross Middle - 167	1.0000	$	4,535.47
Celaya, Luis E	Cross Middle - 167	1.0000	$	4,535.47
Corsi, Cheryl A	Cross Middle - 167	0.6667	$	3,023.80
deBoucher, Adrienne Marie	Cross Middle - 167	0.1667	$	756.06
deBoucher, Adrienne Marie	Cross Middle - 167	0.1667	$	756.06
deBoucher, Adrienne Marie	Cross Middle - 167	0.3333	$	1,511.67
deBoucher, Adrienne Marie	Cross Middle - 167	0.3333	$	1,511.67
Deeb, Tara Elizabeth	Cross Middle - 167	0.1667	$	756.06
Deeb, Tara Elizabeth	Cross Middle - 167	0.8333	$	3,779.41
Deniston, Courtenay Sara	Cross Middle - 167	1.0000	$	4,535.47
Edelbrock, Thomas Ruben	Cross Middle - 167	1.0000	$	4,535.47
Escalante, Ana Celina	Cross Middle - 167	0.5000	$	2,267.74
Escalante, Ana Celina	Cross Middle - 167	0.1667	$	756.06
Escalante, Ana Celina	Cross Middle - 167	0.3333	$	1,511.67
Falcon, Leah Marie	Cross Middle - 167	0.1667	$	756.06
Falcon, Leah Marie	Cross Middle - 167	0.8333	$	3,779.41
Garcia, Monica F	Cross Middle - 167	1.0000	$	4,535.47

Gritis, Abigail Hope Charlotte	Cross Middle - 167	1.0000	$	4,459.00
Gustafson, Brandon Rolf	Cross Middle - 167	1.0000	$	4,535.47
Haskins, Shannon Christine	Cross Middle - 167	1.0000	$	4,535.47
Hess, Charles Merritt	Cross Middle - 167	1.0000	$	4,535.47
Higgins, Ashley Danae	Cross Middle - 167	0.1667	$	743.32
Higgins, Ashley Danae	Cross Middle - 167	0.1667	$	743.32
Higgins, Ashley Danae	Cross Middle - 167	0.6667	$	2,972.81
Irwin, Teresa Irene	Cross Middle - 167	1.0000	$	4,535.47
Karnes, Emily H	Cross Middle - 167	1.0000	$	4,459.00
Kruthaupt, Fabiola Cruz	Cross Middle - 167	0.5000	$	2,229.50
Kruthaupt, Fabiola Cruz	Cross Middle - 167	0.1667	$	743.32
Kruthaupt, Fabiola Cruz	Cross Middle - 167	0.1667	$	743.32
Lackow, Seth A	Cross Middle - 167	0.1666	$	742.87
Lackow, Seth A	Cross Middle - 167	0.1667	$	743.32
Lackow, Seth A	Cross Middle - 167	0.6667	$	2,972.81
Lee, Auvie Roy	Cross Middle - 167	0.5000	$	2,267.74
Lee, Auvie Roy	Cross Middle - 167	0.5000	$	2,267.74
Lefevre, Karen Elizabeth	Cross Middle - 167	0.8333	$	3,779.41
Lefevre, Karen Elizabeth	Cross Middle - 167	0.1667	$	756.06
Lopez, Lindsay Jaye	Cross Middle - 167	0.6667	$	3,023.80
Lopez, Lindsay Jaye	Cross Middle - 167	0.3333	$	1,511.67
Lustenberger, Renee Ann	Cross Middle - 167	1.0000	$	4,535.47
Maxwell, Annie Marie	Cross Middle - 167	1.0000	$	4,535.47
Meisner, Kasey Lee	Cross Middle - 167	1.0000	$	4,459.00
Nicholas, Julie A	Cross Middle - 167	1.0000	$	4,535.47
Piancino, Hailey Nicole	Cross Middle - 167	1.0000	$	4,535.47
Polcyn, Dawn Marie	Cross Middle - 167	0.5000	$	2,267.74
Polcyn, Dawn Marie	Cross Middle - 167	0.5000	$	2,267.74
Post, Brian R	Cross Middle - 167	1.0000	$	4,535.47
Reardon, Patricia Sara	Cross Middle - 167	0.3333	$	1,511.67
Reardon, Patricia Sara	Cross Middle - 167	0.1667	$	756.06
Reardon, Patricia Sara	Cross Middle - 167	0.3333	$	1,511.67
Roche, Christine Ann	Cross Middle - 167	1.0000	$	4,535.47
Roe, Tori Jean	Cross Middle - 167	1.0000	$	4,535.47
Shiba, Robert P	Cross Middle - 167	1.0000	$	4,535.47
Sova, Ashley Nicole	Cross Middle - 167	0.3334	$	1,512.13
Sova, Ashley Nicole	Cross Middle - 167	0.3333	$	1,511.67
Sova, Ashley Nicole	Cross Middle - 167	0.3333	$	1,511.67
Taylor, Ethnee Nadine	Cross Middle - 167	1.0000	$	4,535.47
Vaughn, Alexandria Lee	Cross Middle - 167	0.8333	$	3,779.41
Vaughn, Alexandria Lee	Cross Middle - 167	0.1667	$	756.06
Weiss, Allison Hailey	Cross Middle - 167	0.8333	$	3,715.68
Weiss, Allison Hailey	Cross Middle - 167	0.1667	$	743.32
Wilson, Sara Ellen	Cross Middle - 167	1.0000	$	4,535.47
Ayers, Brenda Kay	Donaldson Elementary - 106	1.0000	$	4,634.85
Busby, Devon Louise	Donaldson Elementary - 106	1.0000	$	4,634.85
Demetriou, Harriet Andrea	Donaldson Elementary - 106	1.0000	$	4,634.85

Dominguez, Lynette Marie	Donaldson Elementary - 106	1.0000	$	4,634.85
Ewy, Danny Jo-Anne	Donaldson Elementary - 106	0.5000	$	2,317.42
Ewy, Danny Jo-Anne	Donaldson Elementary - 106	0.5000	$	2,317.42
Foreman, Rebecca R	Donaldson Elementary - 106	0.2000	$	926.97
Foreman, Rebecca R	Donaldson Elementary - 106	0.2000	$	926.97
Foreman, Rebecca R	Donaldson Elementary - 106	0.2000	$	926.97
Foreman, Rebecca R	Donaldson Elementary - 106	0.2000	$	926.97
Foreman, Rebecca R	Donaldson Elementary - 106	0.2000	$	926.97
Gibson, Elizabeth Ann	Donaldson Elementary - 106	1.0000	$	4,634.85
Graham, Genevieve Rose Dodge	Donaldson Elementary - 106	0.5000	$	2,317.42
Hawk, Amy Marie	Donaldson Elementary - 106	1.0000	$	4,634.85
Humphreys, Anita Shay	Donaldson Elementary - 106	1.0000	$	4,634.85
Isom, Christa Marie	Donaldson Elementary - 106	1.0000	$	4,634.85
Johnson, Brooke Marie	Donaldson Elementary - 106	1.0000	$	4,634.85
Kimler, Courtney Ann	Donaldson Elementary - 106	1.0000	$	4,634.85
Korest, Molly	Donaldson Elementary - 106	1.0000	$	4,634.85
Lee, Kristina	Donaldson Elementary - 106	1.0000	$	4,634.85
Martinez, Helen Aurora	Donaldson Elementary - 106	1.0000	$	4,634.85
Nau, Camille Cecilia	Donaldson Elementary - 106	1.0000	$	4,558.37
Nelson, Tatum Bradley	Donaldson Elementary - 106	1.0000	$	4,634.85
Palumbo, Sarah Rose	Donaldson Elementary - 106	1.0000	$	4,634.85
Payne Joos, Shannon Nicole	Donaldson Elementary - 106	1.0000	$	4,558.37
Peterson, Jennifer Michelle	Donaldson Elementary - 106	1.0000	$	4,634.85
Rodrigues, Michaela Oxuzidis	Donaldson Elementary - 106	1.0000	$	4,634.85
Sanchez-Moreno, Meylin Nohemi	Donaldson Elementary - 106	0.2000	$	926.97
Sanchez-Moreno, Meylin Nohemi	Donaldson Elementary - 106	0.4000	$	1,853.94
Spencer, Dawna Michelle	Donaldson Elementary - 106	1.0000	$	4,634.85
Stocker, Bethany Kay	Donaldson Elementary - 106	0.1000	$	463.48
Stocker, Bethany Kay	Donaldson Elementary - 106	0.1000	$	463.48
Stocker, Bethany Kay	Donaldson Elementary - 106	0.4000	$	1,853.94
Tokars, Judith Charlotte	Donaldson Elementary - 106	1.0000	$	4,558.37
Wong, Marina Joy	Donaldson Elementary - 106	1.0000	$	4,634.85
Arnold, Monika Christina	Harelson Elementary - 107	1.0000	$	4,634.85
Bishop, Jordan Mackenzie	Harelson Elementary - 107	1.0000	$	4,558.37
Brito, Lourdes Maria	Harelson Elementary - 107	1.0000	$	4,634.85
Brower, Kristy Renee	Harelson Elementary - 107	0.2000	$	926.97
Brower, Kristy Renee	Harelson Elementary - 107	0.8000	$	3,707.88
Brunswick, Samantha Irene	Harelson Elementary - 107	1.0000	$	4,558.37
Caputo, Ann Marie	Harelson Elementary - 107	1.0000	$	4,634.85
Cozart, Becky R	Harelson Elementary - 107	0.9000	$	4,171.36
Dallman, Ashley Katlin	Harelson Elementary - 107	1.0000	$	4,634.85
Frank, Amie Lauren	Harelson Elementary - 107	1.0000	$	4,634.85
Herman, Susan Monroe	Harelson Elementary - 107	1.0000	$	4,634.85
Hoel, Lindsay Kate	Harelson Elementary - 107	1.0000	$	4,634.85
Klein, Andrea R	Harelson Elementary - 107	1.0000	$	4,634.85
Lettera, Pamela Lynn	Harelson Elementary - 107	1.0000	$	4,634.85
Loehr, Lizabeth Ann	Harelson Elementary - 107	1.0000	$	4,634.85

Lowe, Elizabeth Anne	Harelson Elementary - 107	1.0000	$	4,634.85
Nystedt, Sarah Catherine	Harelson Elementary - 107	1.0000	$	4,634.85
Padilla, Dee Ann	Harelson Elementary - 107	1.0000	$	4,634.85
Petersen, Christine Margaret	Harelson Elementary - 107	1.0000	$	4,634.85
Phinney, Martha Hale	Harelson Elementary - 107	0.6000	$	2,780.91
Phinney, Martha Hale	Harelson Elementary - 107	0.3000	$	1,390.45
Powers, Brianne Leah	Harelson Elementary - 107	1.0000	$	4,634.85
Riggs, Jennifer L	Harelson Elementary - 107	0.5000	$	2,317.42
Riggs, Jennifer L	Harelson Elementary - 107	0.5000	$	2,317.42
Romero-Sewell, Diana Marie	Harelson Elementary - 107	1.0000	$	4,634.85
Rudd, Amy Ann	Harelson Elementary - 107	0.5000	$	2,279.19
Rudd, Amy Ann	Harelson Elementary - 107	0.3000	$	1,367.51
Sieminski, Angela Marie	Harelson Elementary - 107	1.0000	$	4,634.85
Tate, Caryn Iman	Harelson Elementary - 107	1.0000	$	4,634.85
Testerman, Nicole Gayle	Harelson Elementary - 107	1.0000	$	4,634.85
Thomas, Shauna L	Harelson Elementary - 107	1.0000	$	4,634.85
Torres, Jennifer Jean	Harelson Elementary - 107	1.0000	$	4,558.37
Wong, Lindsay Taylor	Harelson Elementary - 107	1.0000	$	4,634.85
Yawitz, Dennis Alan	Harelson Elementary - 107	1.0000	$	4,558.37
Yewell, Robyn Anne	Harelson Elementary - 107	1.0000	$	4,634.85
Berhow, Kira Nellene	Holaway Elementary - 108	1.0000	$	4,523.05
Blake, Courtney	Holaway Elementary - 108	1.0000	$	4,523.05
Bobb-Matzdorff, Kerri Kay	Holaway Elementary - 108	0.5000	$	2,261.53
Bobb-Matzdorff, Kerri Kay	Holaway Elementary - 108	0.5000	$	2,261.53
Butler, Caryn Elizabeth	Holaway Elementary - 108	1.0000	$	4,523.05
Clinch, Tricia O	Holaway Elementary - 108	1.0000	$	4,293.63
Cox, Lu A	Holaway Elementary - 108	0.2000	$	889.32
Cox, Lu A	Holaway Elementary - 108	0.5000	$	2,223.29
Cox, Lu A	Holaway Elementary - 108	0.3000	$	1,333.97
Escobar, Rigel	Holaway Elementary - 108	1.0000	$	4,523.05
Gibson-Sinclair, Jill Colleen	Holaway Elementary - 108	1.0000	$	4,523.05
Goldberg, Gina Russo	Holaway Elementary - 108	0.1000	$	452.31
Goldberg, Gina Russo	Holaway Elementary - 108	0.6000	$	2,713.83
Goldberg, Gina Russo	Holaway Elementary - 108	0.2000	$	904.61
Hamrick, Stephanie Ann	Holaway Elementary - 108	1.0000	$	4,523.05
Hauer, Capella Ananda	Holaway Elementary - 108	0.5000	$	2,261.53
Hopkins, Kenna Dawn	Holaway Elementary - 108	0.6000	$	2,713.83
Katz, Naomi Nancy	Holaway Elementary - 108	0.4000	$	1,809.22
Katz, Naomi Nancy	Holaway Elementary - 108	0.2000	$	904.61
Katz, Naomi Nancy	Holaway Elementary - 108	0.2000	$	904.61
Katz, Naomi Nancy	Holaway Elementary - 108	0.2000	$	904.61
Knight, Alison Dawn	Holaway Elementary - 108	1.0000	$	4,523.05
Kolata, Amanda D	Holaway Elementary - 108	1.0000	$	4,523.05
Krim, Jennifer Lynn	Holaway Elementary - 108	1.0000	$	4,446.58
Lipich, Brandi Rae	Holaway Elementary - 108	1.0000	$	4,523.05
Magrie, Kylie S	Holaway Elementary - 108	1.0000	$	4,523.05
Marner, Peggy Katherine	Holaway Elementary - 108	1.0000	$	4,523.05

Nixon, Taylor Lorraine	Holaway Elementary - 108	1.0000	$	4,446.58
Pingry, Bonnie Levine	Holaway Elementary - 108	0.6250	$	2,826.91
Powers, Karlie A	Holaway Elementary - 108	1.0000	$	4,523.05
Quinn, Catherine C	Holaway Elementary - 108	1.0000	$	4,446.58
Reed, Christina Louise	Holaway Elementary - 108	1.0000	$	4,293.63
Rudd, Amy Ann	Holaway Elementary - 108	0.5000	$	2,223.29
Rudd, Amy Ann	Holaway Elementary - 108	0.3000	$	1,333.97
Ruiz, Judith Madrid	Holaway Elementary - 108	1	$	4,446.58
Smith, Emiko Jo	Holaway Elementary - 108	1.0000	$	4,523.05
Smith, Kimberly L	Holaway Elementary - 108	1.0000	$	4,523.05
Venhuizen, Aurora Del Carmen	Holaway Elementary - 108	1.0000	$	4,523.05
Wick, Elizabeth H	Holaway Elementary - 108	1.0000	$	4,523.05
Young, Amanda Lynn	Holaway Elementary - 108	1.0000	$	4,446.58
Barrett, Pamela Jean	Innovation Academy - 119	1.0000	$	4,634.85
Cardon, Alejandro G	Innovation Academy - 119	0.2000	$	926.97
Cardon, Alejandro G	Innovation Academy - 119	0.6000	$	2,780.91
Cardon, Alejandro G	Innovation Academy - 119	0.2000	$	926.97
Cordell, Colin T	Innovation Academy - 119	1.0000	$	4,634.85
Cordell, Mandi Rachele	Innovation Academy - 119	1.0000	$	4,634.85
Delgado, Selah Naomi	Innovation Academy - 119	1.0000	$	4,634.85
Ferris, Rachelle Tracy	Innovation Academy - 119	1.0000	$	4,634.85
Friezen, Cori Ann	Innovation Academy - 119	0.7000	$	3,244.39
Friezen, Cori Ann	Innovation Academy - 119	0.2000	$	926.97
Gandolph, Stephanie Nichole	Innovation Academy - 119	1.0000	$	4,634.85
Gingrich, Elisabeth Arlene Evangelin	Innovation Academy - 119	1.0000	$	4,634.85
Haight, Susan Marie	Innovation Academy - 119	1.0000	$	4,634.85
Jacobs, Jessica Stuart	Innovation Academy - 119	0.5000	$	2,317.42
Jacobs, Jessica Stuart	Innovation Academy - 119	0.5000	$	2,317.42
Larussa, Lori Ann	Innovation Academy - 119	1.0000	$	4,634.85
Manley, Ashlee A	Innovation Academy - 119	1.0000	$	4,634.85
Maxon, Shannon Irene	Innovation Academy - 119	1.0000	$	4,634.85
Mendez, Brenda Sotelo	Innovation Academy - 119	1.0000	$	4,634.85
Mullon, Amanda Bea	Innovation Academy - 119	1.0000	$	4,634.85
Patchin, Patricia Ann	Innovation Academy - 119	1.0000	$	4,634.85
Randall, Melanie Lynne	Innovation Academy - 119	1.0000	$	4,634.85
Rivera, Mabel	Innovation Academy - 119	1.0000	$	4,634.85
Roark, Landi Denise	Innovation Academy - 119	1.0000	$	4,634.85
Ryan, Frank G	Innovation Academy - 119	0.5000	$	2,317.42
Samsel, Melissa Ann	Innovation Academy - 119	0.6000	$	2,780.91
Samsel, Melissa Ann	Innovation Academy - 119	0.3000	$	1,390.45
Sotelo, Paula Ann	Innovation Academy - 119	1.0000	$	4,634.85
Steen, Susan Elaine	Innovation Academy - 119	1.0000	$	4,634.85
Sypherd, Tanner Miles	Innovation Academy - 119	1.0000	$	4,634.85
Talbert, Holly Anne	Innovation Academy - 119	1.0000	$	4,634.85
Tilicki, Nicole Bliss	Innovation Academy - 119	1	$	4,634.85
Tretta, Heather Anne	Innovation Academy - 119	1.0000	$	4,634.85
Ackerman, Janet Parkman	Ironwood Ridge High - 280	1.0000	$	4,457.84

Ambrosio, Trish	Ironwood Ridge High - 280	1.0000	$	4,457.84
Anderson, Benjamin M	Ironwood Ridge High - 280	1.0000	$	4,457.84
Anderson, Katie Rose	Ironwood Ridge High - 280	1.0000	$	4,457.84
Appelt, Megan Melissa	Ironwood Ridge High - 280	1.0000	$	4,457.84
Aros, Jessica Renee	Ironwood Ridge High - 280	1.0000	$	4,457.84
Bais, Ryan Anthony	Ironwood Ridge High - 280	1.0000	$	4,457.84
Baker, Kevin Allen	Ironwood Ridge High - 280	1.0000	$	4,457.84
Bills, Patricia Louise	Ironwood Ridge High - 280	0.8000	$	3,566.27
Blanchard, Nicole Epperson	Ironwood Ridge High - 280	1.0000	$	4,457.84
Boe, Bradley George	Ironwood Ridge High - 280	1.0000	$	4,457.84
Brown, Karen Marie	Ironwood Ridge High - 280	0.8000	$	3,566.27
Burgin, Samantha Marie Youmans	Ironwood Ridge High - 280	1.0000	$	4,457.84
Cypert, Jacob Dean	Ironwood Ridge High - 280	1.0000	$	4,457.84
Davidson, Amy Ellen	Ironwood Ridge High - 280	0.5000	$	2,228.92
Davidson, Amy Ellen	Ironwood Ridge High - 280	0.5000	$	2,228.92
Desjarlais, Paul L	Ironwood Ridge High - 280	0.2000	$	891.57
Desjarlais, Paul L	Ironwood Ridge High - 280	0.8000	$	3,566.27
Een, Jenny Pacific	Ironwood Ridge High - 280	1	$	4,457.84
Erickson, Leif	Ironwood Ridge High - 280	0.8000	$	3,566.27
Fitzsimmons, Anne Elizabeth	Ironwood Ridge High - 280	0.2	$	891.57
Fitzsimmons, Anne Elizabeth	Ironwood Ridge High - 280	0.8	$	3,566.27
Fletcher, Peter F V	Ironwood Ridge High - 280	0.8000	$	3,505.09
Fletcher, Peter F V	Ironwood Ridge High - 280	0.2000	$	876.27
Fulks, Neal Shannon	Ironwood Ridge High - 280	0.6000	$	2,674.70
Fulks, Neal Shannon	Ironwood Ridge High - 280	0.2000	$	891.57
Fulks, Neal Shannon	Ironwood Ridge High - 280	0.2000	$	891.57
Garbera, Shawn P	Ironwood Ridge High - 280	0.2000	$	891.57
Garbera, Shawn P	Ironwood Ridge High - 280	0.8000	$	3,566.27
Gipson, Lori Jean Rost	Ironwood Ridge High - 280	0.8000	$	3,566.27
Gipson, Lori Jean Rost	Ironwood Ridge High - 280	0.2000	$	891.57
Gonzalez, Rachel M	Ironwood Ridge High - 280	1.0000	$	4,457.84
Gowen, Jean C	Ironwood Ridge High - 280	1.0000	$	4,457.84
Greene, Hannah Jane	Ironwood Ridge High - 280	1.0000	$	4,381.37
Greenway, Mike	Ironwood Ridge High - 280	0.8000	$	3,566.27
Greenway, Mike	Ironwood Ridge High - 280	0.2000	$	891.57
Habinek, Daniel B	Ironwood Ridge High - 280	1.0000	$	4,457.84
Harris, Patricia S	Ironwood Ridge High - 280	1.0000	$	4,457.84
Heinemann, Shari Dalynn	Ironwood Ridge High - 280	0.6000	$	2,674.70
Heinemann, Shari Dalynn	Ironwood Ridge High - 280	0.4000	$	1,783.14
Howell, Luke Summers	Ironwood Ridge High - 280	0.6000	$	2,674.70
Howell, Luke Summers	Ironwood Ridge High - 280	0.4000	$	1,783.14
Kautz, Douglas C	Ironwood Ridge High - 280	1	$	4,457.84
Keating, Traci Jolynn	Ironwood Ridge High - 280	1.0000	$	4,457.84
Kennedy, Kathy Lynne	Ironwood Ridge High - 280	1.0000	$	4,457.84
Knepper, Damon Ray	Ironwood Ridge High - 280	0.8000	$	3,566.27
Knepper, Damon Ray	Ironwood Ridge High - 280	0.2000	$	891.57
Kozubal, April Lyn	Ironwood Ridge High - 280	0.8000	$	3,566.27

Lang, William Matthew	Ironwood Ridge High - 280	1.0000	$	4,457.84
Leider, Sydney Nicole	Ironwood Ridge High - 280	1.0000	$	4,381.37
Lepore, Andrew Joseph	Ironwood Ridge High - 280	0.6000	$	2,674.70
Lepore, Andrew Joseph	Ironwood Ridge High - 280	0.4000	$	1,783.14
Manno, Theodore Gerald	Ironwood Ridge High - 280	0.6000	$	2,674.70
Manno, Theodore Gerald	Ironwood Ridge High - 280	0.4000	$	1,783.14
Mcelhinney, Judith Marina	Ironwood Ridge High - 280	1.0000	$	4,457.84
Mcgowan, Alissa Kathleen	Ironwood Ridge High - 280	1.0000	$	4,457.84
Menaugh, Jill Harris	Ironwood Ridge High - 280	1.0000	$	4,457.84
Merendo, Erin Nicole	Ironwood Ridge High - 280	1.0000	$	4,457.84
Miller, Sally Aileen	Ironwood Ridge High - 280	1.0000	$	4,457.84
Miller, Zane Donald	Ironwood Ridge High - 280	1.0000	$	4,381.37
Nelson, Katherine Louise	Ironwood Ridge High - 280	1.0000	$	4,457.84
Olson, Kimberly Dawn	Ironwood Ridge High - 280	1.0000	$	4,228.42
Pearce, Leslie Christine	Ironwood Ridge High - 280	0.2000	$	891.57
Pearce, Leslie Christine	Ironwood Ridge High - 280	0.2000	$	891.57
Pearce, Leslie Christine	Ironwood Ridge High - 280	0.6000	$	2,674.70
Ricker, Matthew D	Ironwood Ridge High - 280	1.0000	$	4,457.84
Rini, Kaitlyn Marie	Ironwood Ridge High - 280	1.0000	$	4,457.84
Robertson, Marla Anne	Ironwood Ridge High - 280	1	$	4,457.84
Rohrer, Christopher W	Ironwood Ridge High - 280	1.0000	$	4,381.37
Rouille, Doreen Lynn	Ironwood Ridge High - 280	1.0000	$	4,457.84
Rubelmann, Eileen Marie	Ironwood Ridge High - 280	1.0000	$	4,457.84
Ruiz, Jamie Jo	Ironwood Ridge High - 280	1.0000	$	4,457.84
Seo, John Dongkeon	Ironwood Ridge High - 280	1.0000	$	4,381.37
Seymour, Gene C	Ironwood Ridge High - 280	1.0000	$	4,457.84
Seymour, Jamie Lynn	Ironwood Ridge High - 280	1.0000	$	4,457.84
Shugert, Carmen Elba	Ironwood Ridge High - 280	0.2000	$	891.57
Shugert, Carmen Elba	Ironwood Ridge High - 280	0.2000	$	891.57
Shugert, Carmen Elba	Ironwood Ridge High - 280	0.6000	$	2,674.70
Singer, Sharon R	Ironwood Ridge High - 280	1.0000	$	4,457.84
Slattery, Ruth Ann	Ironwood Ridge High - 280	1.0000	$	4,457.84
Smith, Michael B	Ironwood Ridge High - 280	1.0000	$	4,457.84
Stewart, Roy M	Ironwood Ridge High - 280	0.2000	$	891.57
Stewart, Roy M	Ironwood Ridge High - 280	0.8000	$	3,566.27
Stoxen, Amanda Leann	Ironwood Ridge High - 280	1.0000	$	4,457.84
Taylor, Liza Renee	Ironwood Ridge High - 280	1.0000	$	4,457.84
Traweek, Donna Lee	Ironwood Ridge High - 280	1.0000	$	4,457.84
Vissichelli, Joseph E	Ironwood Ridge High - 280	1.0000	$	4,457.84
Watkins, Jillian Dawn	Ironwood Ridge High - 280	1.0000	$	4,457.84
Watkins, Sean Michael	Ironwood Ridge High - 280	1	$	4,457.84
Wentworth, Ann Elizabeth	Ironwood Ridge High - 280	1.0000	$	4,457.84
Wenzel, Martha Marie	Ironwood Ridge High - 280	1.0000	$	4,457.84
Winkel, Hannah Marie	Ironwood Ridge High - 280	0.2000	$	876.27
Wolf, Erik Ryan	Ironwood Ridge High - 280	1.0000	$	4,457.84
Aldworth, Nicole M	Keeling Elementary - 109	1.0000	$	4,368.16
Atwell, Betty K	Keeling Elementary - 109	1.0000	$	4,597.58

Bartz, Hannah Quinn	Keeling Elementary - 109	1.0000	$	4,597.58
Blayda, Meghan Kristine	Keeling Elementary - 109	1.0000	$	4,597.58
Brungardt, Elizabeth Ann	Keeling Elementary - 109	1.0000	$	4,597.58
Charles, Corina Myriam	Keeling Elementary - 109	1.0000	$	4,597.58
Daglio, Brett M	Keeling Elementary - 109	1.0000	$	4,597.58
Daigle, Joyce Lee	Keeling Elementary - 109	0.5000	$	2,298.79
Daigle, Joyce Lee	Keeling Elementary - 109	0.5000	$	2,298.79
Dunn, Karen Elaine	Keeling Elementary - 109	1.0000	$	4,597.58
Fein, Dorothy Jeanell	Keeling Elementary - 109	1.0000	$	4,521.11
Fleckenstein, Emily Anne	Keeling Elementary - 109	1.0000	$	4,521.11
Grisez, Jenine M	Keeling Elementary - 109	0.5000	$	2,260.55
Grisez, Jenine M	Keeling Elementary - 109	0.3000	$	1,356.33
Huynh, Hoc Tuan	Keeling Elementary - 109	1.0000	$	4,521.11
Inbody, Amy M	Keeling Elementary - 109	1.0000	$	4,597.58
Mayer, Ryan Marcel	Keeling Elementary - 109	1.0000	$	4,597.58
Mcnew, Ann Frances	Keeling Elementary - 109	1.0000	$	4,597.58
Mooney, Becky Renee	Keeling Elementary - 109	1.0000	$	4,597.58
Mounts, Brianna Elise	Keeling Elementary - 109	1.0000	$	4,597.58
Nixon, Natalie A	Keeling Elementary - 109	1.0000	$	4,368.16
Penna, Kelli Suzanne	Keeling Elementary - 109	1.0000	$	4,597.58
Rondeau, Hana	Keeling Elementary - 109	0.5000	$	2,260.55
Rondeau, Hana	Keeling Elementary - 109	0.3000	$	1,356.33
Rondeau, Hana	Keeling Elementary - 109	0.2000	$	904.22
Sallee, Katherine Kelly	Keeling Elementary - 109	1.0000	$	4,597.58
Tang, Hoa Thi	Keeling Elementary - 109	1.0000	$	4,597.58
Weiler, Karissa Lyn	Keeling Elementary - 109	1.0000	$	4,597.58
Young, Laurel C	Keeling Elementary - 109	1.0000	$	4,597.58
Youtsey, Drew Randall	Keeling Elementary - 109	0.6000	$	2,712.66
Youtsey, Drew Randall	Keeling Elementary - 109	0.2000	$	904.22
Aguilera Ramirez, Maria	La Cima Middle - 165	1.0000	$	4,597.58
Amedeo, Keri Ann	La Cima Middle - 165	0.8333	$	3,831.16
Bibbey, Sarah Michelle	La Cima Middle - 165	0.5000	$	2,298.79
Bibbey, Sarah Michelle	La Cima Middle - 165	0.3000	$	1,379.27
Brestel, Emily M	La Cima Middle - 165	0.5000	$	2,298.79
Brestel, Emily M	La Cima Middle - 165	0.5000	$	2,298.79
Carson, Cara Ann	La Cima Middle - 165	0.5000	$	2,298.79
Carson, Cara Ann	La Cima Middle - 165	0.3333	$	1,532.37
Dresher, Jennifer K	La Cima Middle - 165	0.6667	$	3,065.21
Dresher, Jennifer K	La Cima Middle - 165	0.3333	$	1,532.37
Gardner, Betsy Elizabeth	La Cima Middle - 165	1.0000	$	4,597.58
Gee, Cortney June	La Cima Middle - 165	1.0000	$	4,597.58
Graun, Suzanne Michelle	La Cima Middle - 165	1	$	4,597.58
Holaday, Thomas M	La Cima Middle - 165	1.0000	$	4,597.58
Hooton, Rose Marie	La Cima Middle - 165	1.0000	$	4,597.58
Jameson-Christian, Leslie Rose	La Cima Middle - 165	0.1667	$	766.42
Jameson-Christian, Leslie Rose	La Cima Middle - 165	0.8333	$	3,831.16
Johnson, Neely Neilaine	La Cima Middle - 165	0.1667	$	753.67

Johnson, Neely Neilaine	La Cima Middle - 165	0.1667	$	753.67
Johnson, Neely Neilaine	La Cima Middle - 165	0.5000	$	2,260.55
Krutzsch, Mary Katharine	La Cima Middle - 165	1.0000	$	4,597.58
Levine, Jennifer Anne	La Cima Middle - 165	1.0000	$	4,521.11
Lindner, Breanna Lee	La Cima Middle - 165	1.0000	$	4,597.58
Martinez, Amy Kathleen	La Cima Middle - 165	0.3333	$	1,532.37
Martinez, Amy Kathleen	La Cima Middle - 165	0.3333	$	1,532.37
Martinez, Amy Kathleen	La Cima Middle - 165	0.1667	$	766.42
Martinez, Amy Kathleen	La Cima Middle - 165	0.1667	$	766.42
Mcgee, Caryn Mckindra Ice	La Cima Middle - 165	0.6667	$	3,065.21
Meimer, Erwin K	La Cima Middle - 165	0.5000	$	2,184.08
Meimer, Erwin K	La Cima Middle - 165	0.1667	$	728.17
Meimer, Erwin K	La Cima Middle - 165	0.3333	$	1,455.91
Michaels, Christina Marie	La Cima Middle - 165	0.8333	$	3,831.16
Michaels, Christina Marie	La Cima Middle - 165	0.1667	$	766.42
Minson, Bryan Coaklee	La Cima Middle - 165	1.0000	$	4,521.11
Olea Rowe, Briana Yolanda	La Cima Middle - 165	1.0000	$	4,597.58
Panneck, Jeffrey G	La Cima Middle - 165	1.0000	$	4,597.58
Panneck, Jeffrey G	La Cima Middle - 165	1	$	4,597.58
Richards, Monet Celeste	La Cima Middle - 165	1.0000	$	4,597.58
Todd, Cary B	La Cima Middle - 165	0.5000	$	2,298.79
Todd, Cary B	La Cima Middle - 165	0.5000	$	2,298.79
Van Varenberg, Tineke Rosa	La Cima Middle - 165	0.5000	$	2,298.79
Van Varenberg, Tineke Rosa	La Cima Middle - 165	0.5000	$	2,298.79
Woodard, Nicholas Bradley	La Cima Middle - 165	1.0000	$	4,597.58
Anderson, Rebecca Sims	Mesa Verde Elementary - 116	0.5000	$	2,273.95
Anderson, Rebecca Sims	Mesa Verde Elementary - 116	0.3000	$	1,364.37
Anderson, Rebecca Sims	Mesa Verde Elementary - 116	0.2000	$	909.58
Beets, Adriana Julia	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Bissonnette, Carly Ann	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Cochiolo, Nancy Marie	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Daigle, Kristine Marie	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Edmiston, Karen Mensi	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Faflik, Elize Daniella Johnson	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Farnall, Deborah Louise	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Frederiksen, Megan M	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Habinek, Angela Dianne	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Hayes, Shana L	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Hernandez, Eva	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Inglett, Lindsay Leigh	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Johnson, Danielle Susan	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Lawrence, Mia Martinez	Mesa Verde Elementary - 116	0.6000	$	2,728.74
Martinez, Jennifer Selena	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Mcconnell, Marisa Yvonne	Mesa Verde Elementary - 116	0.5000	$	2,273.95
Mcconnell, Marisa Yvonne	Mesa Verde Elementary - 116	0.5000	$	2,273.95
McMillan-Dale, Meredith Mitchell	Mesa Verde Elementary - 116	0.5000	$	2,273.95
McMillan-Dale, Meredith Mitchell	Mesa Verde Elementary - 116	0.3000	$	1,364.37

Morabito, Rachel Ann	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Murillo, Mindy Lynn	Mesa Verde Elementary - 116	0.4500	$	2,046.55
Murillo, Mindy Lynn	Mesa Verde Elementary - 116	0.4500	$	2,046.55
Papajohn, Sarah Beth	Mesa Verde Elementary - 116	0.7500	$	3,410.92
Papajohn, Sarah Beth	Mesa Verde Elementary - 116	0.2000	$	909.58
Perez, Katrina Monica	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Pratt, Megan Mee Joo	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Rayleigh, Kaylea Daniell	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Schleicher, Katrina Annemarie	Mesa Verde Elementary - 116	0.2000	$	909.58
Schleicher, Katrina Annemarie	Mesa Verde Elementary - 116	0.8000	$	3,638.32
Silva, Laura Elizabeth	Mesa Verde Elementary - 116	0.4000	$	1,819.16
Thacker, Lynn Marie	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Wells, Shyla J	Mesa Verde Elementary - 116	1.0000	$	4,547.90
Alvarez, Kristen Loving	Nash Elementary - 110	1.0000	$	4,616.21
Buckwalter, James J	Nash Elementary - 110	1.0000	$	4,616.21
Cote, Lorena	Nash Elementary - 110	1.0000	$	4,616.21
Durazo, Lizelda Merino	Nash Elementary - 110	1.0000	$	4,616.21
Ernsky, Steven D	Nash Elementary - 110	1.0000	$	4,539.74
Esposito, Kimberly Spring	Nash Elementary - 110	1.0000	$	4,616.21
Fine, Annabelle Paige	Nash Elementary - 110	1.0000	$	4,539.74
Gates, Julia L	Nash Elementary - 110	1.0000	$	4,616.21
Holland, Melissa J	Nash Elementary - 110	1.0000	$	4,616.21
Jones, Arianna L	Nash Elementary - 110	0.1000	$	461.62
Jones, Arianna L	Nash Elementary - 110	0.6222	$	2,872.39
Jones, Arianna L	Nash Elementary - 110	0.1778	$	820.58
Jones, Arianna L	Nash Elementary - 110	0.1000	$	461.62
Kagler, Patricia Ruth	Nash Elementary - 110	1.0000	$	4,539.74
Lopez, Flor I	Nash Elementary - 110	1	$	4,616.21
Lossou-Lossavi, Shari-Ann Aglen	Nash Elementary - 110	1.0000	$	4,616.21
Martin, Michelle Lee	Nash Elementary - 110	1.0000	$	4,616.21
Menzies, Sophia Frances	Nash Elementary - 110	1.0000	$	4,539.74
Myhr-Arrison, Joanna L	Nash Elementary - 110	0.2000	$	907.95
Myhr-Arrison, Joanna L	Nash Elementary - 110	0.6000	$	2,723.84
Myhr-Arrison, Joanna L	Nash Elementary - 110	0.2000	$	907.95
Quezada, Esther Alondra	Nash Elementary - 110	1.0000	$	4,616.21
Quezada, Jessica Mayela	Nash Elementary - 110	1.0000	$	4,616.21
Roberts, Coral Christine	Nash Elementary - 110	0.5000	$	2,308.11
Roberts, Coral Christine	Nash Elementary - 110	0.5000	$	2,308.11
Sheldon, Lisa Christine Carter	Nash Elementary - 110	1.0000	$	4,616.21
Thomas, Kelsey Jordan	Nash Elementary - 110	1.0000	$	4,386.79
Wright, Angelica Ruth Rico	Nash Elementary - 110	1.0000	$	4,539.74
Bailey, Mark Steven	Painted Sky Elementary - 114	1.0000	$	4,634.85
Bivens, Joanna Beth	Painted Sky Elementary - 114	0.5000	$	2,317.42
Bivens, Joanna Beth	Painted Sky Elementary - 114	0.3000	$	1,390.45
Bivens, Joanna Beth	Painted Sky Elementary - 114	0.2000	$	926.97
Castles, Janet Sue	Painted Sky Elementary - 114	1.0000	$	4,634.85
Celaya, Carole M	Painted Sky Elementary - 114	1.0000	$	4,634.85

Colaianni, Nina Elisabeth	Painted Sky Elementary - 114	1.0000	$	4,634.85
Coldren, Alice J	Painted Sky Elementary - 114	1.0000	$	4,634.85
Coulter, Jill Karen	Painted Sky Elementary - 114	0.5000	$	2,317.42
Coulter, Jill Karen	Painted Sky Elementary - 114	0.3000	$	1,390.45
Dumais, Brianne Lynn	Painted Sky Elementary - 114	1.0000	$	4,634.85
Green, Jonathan P Jr	Painted Sky Elementary - 114	1.0000	$	4,634.85
Hakala, Grant D	Painted Sky Elementary - 114	1.0000	$	4,634.85
Hatfield, Lori Jean	Painted Sky Elementary - 114	1.0000	$	4,634.85
Huber, Katherine Marie	Painted Sky Elementary - 114	1.0000	$	4,634.85
Martinez, Monica Mills	Painted Sky Elementary - 114	0.6000	$	2,780.91
Martinez, Monica Mills	Painted Sky Elementary - 114	0.4000	$	1,853.94
Natale, Sarah Theresa	Painted Sky Elementary - 114	1.0000	$	4,634.85
Oliver, Heather	Painted Sky Elementary - 114	0.5000	$	2,317.42
Oliver, Heather	Painted Sky Elementary - 114	0.5000	$	2,317.42
Petrass, Lisa Lynne	Painted Sky Elementary - 114	1.0000	$	4,634.85
Poland, Carly Barbara	Painted Sky Elementary - 114	1.0000	$	4,558.37
Puffett-Smith, Stephaine Jayn	Painted Sky Elementary - 114	1.0000	$	4,634.85
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.4500	$	2,085.68
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.1500	$	695.23
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.1500	$	695.23
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.1500	$	695.23
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.0500	$	231.74
Rawn, Melissa Adrianne	Painted Sky Elementary - 114	0.0500	$	231.74
Rosenthal, Samantha Ann	Painted Sky Elementary - 114	1.0000	$	4,634.85
Seegmiller, Carrie Ann	Painted Sky Elementary - 114	1.0000	$	4,634.85
Sisson, Alyssa Marie	Painted Sky Elementary - 114	1.0000	$	4,634.85
Taylor, Carrie Ann	Painted Sky Elementary - 114	1.0000	$	4,634.85
Thome, Alyssa Anne	Painted Sky Elementary - 114	1.0000	$	4,634.85
Tucker, Megan Renee	Painted Sky Elementary - 114	1.0000	$	4,634.85
Vandermyde, Sherri Rene	Painted Sky Elementary - 114	1.0000	$	4,634.85
Vining, Melanie Sue	Painted Sky Elementary - 114	1.0000	$	4,634.85
Wall, Caryn Elizabeth	Painted Sky Elementary - 114	1.0000	$	4,634.85
Wood, Brooke Jenay	Painted Sky Elementary - 114	1.0000	$	4,634.85
Andersen, Jared I	Prince Elementary - 111	1.0000	$	4,578.95
Belleau, Karen Marie	Prince Elementary - 111	0.6000	$	2,747.37
Belleau, Karen Marie	Prince Elementary - 111	0.2000	$	915.79
Bernal, Yemen Taouil	Prince Elementary - 111	0.7000	$	3,205.26
Bernal, Yemen Taouil	Prince Elementary - 111	0.3000	$	1,373.68
Bible, Jamie Liane	Prince Elementary - 111	1.0000	$	4,578.95
Bronson, Kelcy Nicole	Prince Elementary - 111	1.0000	$	4,578.95
Callahan, Melissa Lynn	Prince Elementary - 111	1.0000	$	4,578.95
Campbell, Jennifer Lee	Prince Elementary - 111	0.5000	$	2,289.47
Campbell, Jennifer Lee	Prince Elementary - 111	0.5000	$	2,289.47
Cooper, Esther	Prince Elementary - 111	1.0000	$	4,502.47
Costelow, Gabrielle Sallay	Prince Elementary - 111	1.0000	$	4,578.95
Emans, Kaylee Ann	Prince Elementary - 111	1.0000	$	4,578.95
Freitag, Oksana Vitalievna	Prince Elementary - 111	1.0000	$	4,578.95

Gallegos, Carmen	Prince Elementary - 111	1.0000	$	4,578.95
Glavin, Kelsey Ryan	Prince Elementary - 111	1.0000	$	4,578.95
Godkin, Melissa J	Prince Elementary - 111	1.0000	$	4,578.95
Gonzalez, Gabriela Eunice	Prince Elementary - 111	1.0000	$	4,578.95
Gradillas, Brittney Butler	Prince Elementary - 111	1.0000	$	4,578.95
Hay, Amanda J	Prince Elementary - 111	1.0000	$	4,502.47
Jackson-Rawdin, Jillian Ilizabeth	Prince Elementary - 111	1.0000	$	4,578.95
Kechely, Leigh Rae	Prince Elementary - 111	0.4000	$	1,831.58
Kechely, Leigh Rae	Prince Elementary - 111	0.6000	$	2,747.37
Killom, Natalie Rebecca S	Prince Elementary - 111	0.6000	$	2,747.37
Killom, Natalie Rebecca S	Prince Elementary - 111	0.3000	$	1,373.68
Killom, Natalie Rebecca S	Prince Elementary - 111	0.1000	$	457.89
Kitay, Hillary B	Prince Elementary - 111	1.0000	$	4,578.95
Maddox, Kenzie Liu	Prince Elementary - 111	1.0000	$	4,502.47
Mounts, Deborah Elise	Prince Elementary - 111	1.0000	$	4,578.95
Munoz, Joseph K	Prince Elementary - 111	0.2000	$	915.79
Munoz, Joseph K	Prince Elementary - 111	0.2000	$	915.79
Munoz, Joseph K	Prince Elementary - 111	0.2000	$	915.79
Munoz, Joseph K	Prince Elementary - 111	0.2000	$	915.79
Munson, Kelly Maxine	Prince Elementary - 111	0.7000	$	3,205.26
Munson, Kelly Maxine	Prince Elementary - 111	0.2000	$	915.79
Munson, Kelly Maxine	Prince Elementary - 111	0.1000	$	457.89
Owen, Lorraine Mary	Prince Elementary - 111	1.0000	$	4,578.95
Paredez, Jerell J	Prince Elementary - 111	1.0000	$	4,578.95
Parkey, Kenda J	Prince Elementary - 111	1.0000	$	4,578.95
Post, Trina Kay	Prince Elementary - 111	0.5000	$	2,289.47
Post, Trina Kay	Prince Elementary - 111	0.5000	$	2,289.47
Rice, Christel Rae	Prince Elementary - 111	1.0000	$	4,349.52
Robles, Nickolas Reynaldo	Prince Elementary - 111	1.0000	$	4,578.95
Schickling, Martha Dee	Prince Elementary - 111	1.0000	$	4,578.95
Strobel, Zachary Austin	Prince Elementary - 111	0.3000	$	1,304.86
Strobel, Zachary Austin	Prince Elementary - 111	0.6000	$	2,747.37
Strobel, Zachary Austin	Prince Elementary - 111	0.1000	$	434.95
Sullivan, Jenna Nicole	Prince Elementary - 111	1.0000	$	4,502.47
Valente, Virginia B	Prince Elementary - 111	1.0000	$	4,349.52
Veltre, Cassie Lee	Prince Elementary - 111	1.0000	$	4,502.47
White, Morgann Lynne	Prince Elementary - 111	1.0000	$	4,578.95
Yrrizarry, Alexis Nicole	Prince Elementary - 111	1.0000	$	4,578.95
Byrnes, Melani Kaye	Rillito Center - 125	0.4000	$	1,853.94
Byrnes, Melani Kaye	Rillito Center - 125	0.2000	$	926.97
Byrnes, Melani Kaye	Rillito Center - 125	0.2000	$	926.97
Byrnes, Melani Kaye	Rillito Center - 125	0.2000	$	926.97
Crosswhite, Joanne E	Rillito Center - 125	1.0000	$	4,634.85
Deitering, Joseph Herman	Rillito Center - 125	1.0000	$	4,558.37
Gran, Jennifer Lee	Rillito Center - 125	1.0000	$	4,634.85
Okonya, Elizabeth Meso	Rillito Center - 125	1.0000	$	4,405.42
Owen, Marjorie Ruth	Rillito Center - 125	1.0000	$	4,634.85

Ramstack, Katie M	Rillito Center - 125	1.0000	$	4,558.37
Redford, Anita Lynne	Rillito Center - 125	1.0000	$	4,634.85
Ruboyianes, Amy Marie	Rillito Center - 125	1.0000	$	4,558.37
Smalley, Stephanie Francis	Rillito Center - 125	1.0000	$	4,634.85
Vasquez, Kassandra Alyssa	Rillito Center - 125	1.0000	$	4,558.37
Wexler, Douglas Adam	Rillito Center - 125	1.0000	$	4,558.37
Anderson, Lea Abigail	Rio Vista Elementary - 117	1.0000	$	4,610.00
Bigelow, Sandra Duran	Rio Vista Elementary - 117	1.0000	$	4,610.00
Blackhurst, Kami Lynn Barber	Rio Vista Elementary - 117	0.4000	$	1,844.00
Blackhurst, Kami Lynn Barber	Rio Vista Elementary - 117	0.3000	$	1,383.00
Blackhurst, Kami Lynn Barber	Rio Vista Elementary - 117	0.3000	$	1,383.00
Braden, Larissa Lee	Rio Vista Elementary - 117	1.0000	$	4,610.00
Davis, Shelby Lorraine	Rio Vista Elementary - 117	1.0000	$	4,610.00
Estrella, Crystal Marion	Rio Vista Elementary - 117	1.0000	$	4,610.00
Gallagher, Deborah D	Rio Vista Elementary - 117	1.0000	$	4,610.00
Gilchrist, Lindsey R	Rio Vista Elementary - 117	1.0000	$	4,610.00
Hervert, Margaret Ann	Rio Vista Elementary - 117	1.0000	$	4,610.00
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.2000	$	922.00
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.5000	$	2,305.00
Hurst, Carlotta Lynn	Rio Vista Elementary - 117	0.3000	$	1,383.00
Jernigan, Kelsey Hannon	Rio Vista Elementary - 117	1.0000	$	4,610.00
Jernigan, Kevin Arthur	Rio Vista Elementary - 117	1.0000	$	4,533.53
Kranich, Allison Mary	Rio Vista Elementary - 117	1.0000	$	4,610.00
Larriva, Amanda Emilia	Rio Vista Elementary - 117	1.0000	$	4,610.00
Loera, Adriana	Rio Vista Elementary - 117	1.0000	$	4,610.00
Lopez, Analia M	Rio Vista Elementary - 117	0.4000	$	1,813.41
Lopez, Analia M	Rio Vista Elementary - 117	0.6000	$	2,720.12
McFrederick, Kyle Carlton	Rio Vista Elementary - 117	0.5000	$	2,305.00
McFrederick, Kyle Carlton	Rio Vista Elementary - 117	0.5000	$	2,305.00
Morales, Andres J	Rio Vista Elementary - 117	0.1000	$	461.00
Morales, Andres J	Rio Vista Elementary - 117	0.6000	$	2,766.00
Morales, Andres J	Rio Vista Elementary - 117	0.2000	$	922.00
Morales, Andres J	Rio Vista Elementary - 117	0.1000	$	461.00
Morales, Maggie Rose	Rio Vista Elementary - 117	1.0000	$	4,610.00
Paul, Kayleigh Michelle	Rio Vista Elementary - 117	0.5000	$	2,305.00
Paul, Kayleigh Michelle	Rio Vista Elementary - 117	0.5000	$	2,305.00
Plank-Bowman, Dorothy Carmella	Rio Vista Elementary - 117	1.0000	$	4,610.00
Rivas, Bianca G	Rio Vista Elementary - 117	1.0000	$	4,610.00
Roepke, Denise De Laine	Rio Vista Elementary - 117	0.5	$	2,305.00
Roepke, Denise De Laine	Rio Vista Elementary - 117	0.5	$	2,305.00
Rudolph, Natalie Shea	Rio Vista Elementary - 117	1.0000	$	4,610.00
Taylor, Sean David	Rio Vista Elementary - 117	1.0000	$	4,610.00
Varma, Donna Marie	Rio Vista Elementary - 117	1.0000	$	4,610.00
Wiechert, Hilary Katherine	Rio Vista Elementary - 117	1.0000	$	4,610.00
Williams, Stephanie Gay	Rio Vista Elementary - 117	0.3000	$	1,383.00
Williams, Stephanie Gay	Rio Vista Elementary - 117	0.5000	$	2,305.00
Williams, Stephanie Gay	Rio Vista Elementary - 117	0.1000	$	461.00

Wolf, Amber Marie	Rio Vista Elementary - 117	1.0000	$	4,610.00
Acuna, Dawn Lara	Walker Elementary - 112	1.0000	$	4,535.47
Alvarado, Alicia N	Walker Elementary - 112	1.0000	$	4,535.47
Arviso, Victoria Ann	Walker Elementary - 112	1.0000	$	4,535.47
Baller, Ann Michelle	Walker Elementary - 112	0.5000	$	2,267.74
Baller, Ann Michelle	Walker Elementary - 112	0.5000	$	2,267.74
Banales, Natasha Joy	Walker Elementary - 112	1.0000	$	4,535.47
Bermudez, Monica Mary	Walker Elementary - 112	1.0000	$	4,535.47
Colbert, Kimberly Kay	Walker Elementary - 112	0.5000	$	2,267.74
Colbert, Kimberly Kay	Walker Elementary - 112	0.5000	$	2,267.74
De La Rocha, Natalia	Walker Elementary - 112	1.0000	$	4,535.47
Donahue, Brian W	Walker Elementary - 112	0.6000	$	2,721.28
Donahue, Brian W	Walker Elementary - 112	0.2000	$	907.09
Donahue, Brian W	Walker Elementary - 112	0.1000	$	453.55
Dwivedi, Jessie Dawn	Walker Elementary - 112	1.0000	$	4,535.47
Emans, Deborah S	Walker Elementary - 112	0.8000	$	3,628.38
Flippo, Hannah Michelle	Walker Elementary - 112	1.0000	$	4,459.00
Graham, Regina Suzanne	Walker Elementary - 112	1.0000	$	4,535.47
Holder, Kayla Marie	Walker Elementary - 112	1.0000	$	4,535.47
Hutchison, Mina Nicole	Walker Elementary - 112	1.0000	$	4,535.47
Kanji, Alyshah	Walker Elementary - 112	0.5000	$	2,267.74
Kasen, Jamie R	Walker Elementary - 112	0.5000	$	2,267.74
Kasen, Jamie R	Walker Elementary - 112	0.5000	$	2,267.74
Kidd, Alison Lee	Walker Elementary - 112	1.0000	$	4,459.00
Krackow, Fran Helene	Walker Elementary - 112	1.0000	$	4,459.00
LaRock, Angela Marie	Walker Elementary - 112	1.0000	$	4,535.47
Llamas, Raquel Christina	Walker Elementary - 112	1.0000	$	4,535.47
Luciano, Susan M	Walker Elementary - 112	1.0000	$	4,535.47
Martinez, Gene Ruiz	Walker Elementary - 112	0.5000	$	2,267.74
Martinez, Gene Ruiz	Walker Elementary - 112	0.5000	$	2,267.74
Miller, Vanessa Ann	Walker Elementary - 112	1.0000	$	4,535.47
Murphy, Shannon E	Walker Elementary - 112	0.6000	$	2,721.28
Oros, Lourdes E	Walker Elementary - 112	0.2500	$	1,133.87
Oros, Lourdes E	Walker Elementary - 112	0.2500	$	1,133.87
Oros, Lourdes E	Walker Elementary - 112	0.5000	$	2,267.74
Peterson, Jane M	Walker Elementary - 112	0.5000	$	2,267.74
Peterson, Jane M	Walker Elementary - 112	0.3000	$	1,360.64
Peterson, Jane M	Walker Elementary - 112	0.1000	$	453.55
Powers, Jennifer Lee Bennett	Walker Elementary - 112	1.0000	$	4,535.47
Ratliff, Katherine K	Walker Elementary - 112	1.0000	$	4,535.47
Rondeau, Caroline A	Walker Elementary - 112	1.0000	$	4,535.47
Russell, Cynthia A	Walker Elementary - 112	0.2000	$	907.09
Russell, Cynthia A	Walker Elementary - 112	0.5000	$	2,267.74
Russell, Cynthia A	Walker Elementary - 112	0.3000	$	1,360.64
Triphan, Stephanie Nicole	Walker Elementary - 112	1.0000	$	4,459.00
Tuo, Alexis Marie	Walker Elementary - 112	1.0000	$	4,535.47
Williams, Catherine C	Walker Elementary - 112	1.0000	$	4,535.47

Baca, Florence F	Wilson K-8 - 168	0.1667	$	772.63
Baca, Florence F	Wilson K-8 - 168	0.3333	$	1,544.79
Baca, Florence F	Wilson K-8 - 168	0.3333	$	1,544.79
Baca, Florence F	Wilson K-8 - 168	0.1667	$	772.63
Boyer, Lisa M	Wilson K-8 - 168	1.0000	$	4,634.85
Brower, Thomas J	Wilson K-8 - 168	0.5000	$	2,317.42
Brower, Thomas J	Wilson K-8 - 168	0.3000	$	1,390.45
Brower, Thomas J	Wilson K-8 - 168	0.2000	$	926.97
Carlson, Joanne	Wilson K-8 - 168	0.5000	$	2,317.42
Carlson, Joanne	Wilson K-8 - 168	0.5000	$	2,317.42
Champie, Christina Kay	Wilson K-8 - 168	1.0000	$	4,634.85
Cortese, Scott Edward	Wilson K-8 - 168	1.0000	$	4,558.37
Coyne, Ashley Ann	Wilson K-8 - 168	1.0000	$	4,634.85
Cross, Karen Sue	Wilson K-8 - 168	1.0000	$	4,634.85
Cruz, Cynthia L	Wilson K-8 - 168	0.8667	$	4,017.02
Devaney, Stacie Lynn	Wilson K-8 - 168	0.3334	$	1,545.26
Devaney, Stacie Lynn	Wilson K-8 - 168	0.6666	$	3,089.59
Edmondson, Heidi Renee	Wilson K-8 - 168	1.0000	$	4,634.85
Eliopoulos-Haloftis, Helen	Wilson K-8 - 168	1.0000	$	4,634.85
Ely, Stacia Lynn	Wilson K-8 - 168	0.5000	$	2,317.42
Ely, Stacia Lynn	Wilson K-8 - 168	0.3333	$	1,544.79
Ely, Stacia Lynn	Wilson K-8 - 168	0.1667	$	772.63
Finch, Lucille A	Wilson K-8 - 168	0.5000	$	2,317.42
Finch, Lucille A	Wilson K-8 - 168	0.5000	$	2,317.42
Finch, Richard L	Wilson K-8 - 168	1.0000	$	4,558.37
Fritton, Teresa Elizabeth	Wilson K-8 - 168	0.5000	$	2,317.42
Fritton, Teresa Elizabeth	Wilson K-8 - 168	0.5000	$	2,317.42
Grantham, Jonathan Frederick	Wilson K-8 - 168	1.0000	$	4,558.37
Harder, Kawna A	Wilson K-8 - 168	1.0000	$	4,558.37
Hicks, Vanessa Anne	Wilson K-8 - 168	1.0000	$	4,634.85
Hill, Christian Edward	Wilson K-8 - 168	0.3333	$	1,544.79
Hill, Christian Edward	Wilson K-8 - 168	0.2000	$	926.97
Hill, Christian Edward	Wilson K-8 - 168	0.1334	$	618.29
Hill, Christian Edward	Wilson K-8 - 168	0.3333	$	1,544.79
Howland, Patricia A	Wilson K-8 - 168	0.8333	$	3,862.22
Howland, Patricia A	Wilson K-8 - 168	0.1667	$	772.63
Hutchins, Annalizza	Wilson K-8 - 168	1.0000	$	4,558.37
Jones, Bobbi Lynn	Wilson K-8 - 168	1.0000	$	4,634.85
Krantz, Ericka Ranae	Wilson K-8 - 168	1.0000	$	4,558.37
La Joy, Elisa Maria	Wilson K-8 - 168	1.0000	$	4,634.85
Larson, Lisa Jean	Wilson K-8 - 168	1.0000	$	4,558.37
Lassers, Melissa Madeleinecorinne	Wilson K-8 - 168	0.5000	$	2,317.42
Lassers, Melissa Madeleinecorinne	Wilson K-8 - 168	0.5000	$	2,317.42
Linn, David Dyland	Wilson K-8 - 168	0.1667	$	772.63
Linn, David Dyland	Wilson K-8 - 168	0.8333	$	3,862.22
Miller, Daina Suzana	Wilson K-8 - 168	0.5000	$	2,317.42
Miller, Daina Suzana	Wilson K-8 - 168	0.5000	$	2,317.42

Morris, Christopher Andrew	Wilson K-8 - 168	1.0000	$	4,558.37
Novinski, Garrett Bradley	Wilson K-8 - 168	0.6000	$	2,780.91
Novinski, Garrett Bradley	Wilson K-8 - 168	0.2000	$	926.97
Novinski, Garrett Bradley	Wilson K-8 - 168	0.2000	$	926.97
Obregon, Jose J	Wilson K-8 - 168	1.0000	$	4,634.85
Pakkala, Sara Elizabeth	Wilson K-8 - 168	1.0000	$	4,634.85
Pederson, Tracy Lucille	Wilson K-8 - 168	1.0000	$	4,405.42
Phelps, Susan Beth	Wilson K-8 - 168	1.0000	$	4,634.85
Pickard Vazquez, Emma Gabriela	Wilson K-8 - 168	1.0000	$	4,634.85
Picton, Jacqueline Carleton	Wilson K-8 - 168	1.0000	$	4,634.85
Pieroway, Karl Andrew	Wilson K-8 - 168	0.8333	$	3,862.22
Reddoch, Laura Ann	Wilson K-8 - 168	0.5000	$	2,279.19
Reddoch, Laura Ann	Wilson K-8 - 168	0.5000	$	2,279.19
Richardson, Jonelle Nicole	Wilson K-8 - 168	1.0000	$	4,634.85
Rose, Kendra J Dennis	Wilson K-8 - 168	1.0000	$	4,634.85
Rouintree, Abigail Conant Woodard	Wilson K-8 - 168	1.0000	$	4,634.85
Schaffer, Karin Elizabeth	Wilson K-8 - 168	1.0000	$	4,634.85
Scolman, Rebecca K	Wilson K-8 - 168	1.0000	$	4,634.85
Shepard, Andrea Jill	Wilson K-8 - 168	1.0000	$	4,558.37
Silvas, Sharon Marie	Wilson K-8 - 168	1.0000	$	4,634.85
Smerz, Hans Brett	Wilson K-8 - 168	1.0000	$	4,634.85
Smith, Alexander C	Wilson K-8 - 168	1.0000	$	4,634.85
Sprenger, Deborah Marcella	Wilson K-8 - 168	1.0000	$	4,558.37
Steiner, Suzanne Cherie	Wilson K-8 - 168	1.0000	$	4,634.85
Swisher, Danielle Milot	Wilson K-8 - 168	0.5000	$	2,317.42
Swisher, Danielle Milot	Wilson K-8 - 168	0.5000	$	2,317.42
Tapling, Colby Lawrence	Wilson K-8 - 168	1.0000	$	4,634.85
Wojdyla, Cheryl L	Wilson K-8 - 168	1.0000	$	4,634.85
Yarbrough, Katrina Kai	Wilson K-8 - 168	1.0000	$	4,558.37

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Approval of Amendment to Intergovernmental Agreement with Pima County to Extend Pima Early Education Program (PEEP)

BACKGROUND:

In 2021, the District and Pima County entered into an Intergovernmental Agreement (IGA) to fund preschool classes under the Pima Early Education Program (PEEP) in schools in the Amphitheater District. The county has proposed an amendment to extend the term of that IGA by one year -- to terminate on May 31, 2025 instead of May 31, 2024 – and to increase funding to be paid to the District through the IGA by an additional $1,382,624.00. The proposed amendment will also increase family eligibility for PEEPs enrollment in preschools within the Amphitheater District and add an additional preschool classroom at a District school.

Administration recommends that the Governing Board approve signing the IGA amendment. The proposed IGA has been submitted to the attorneys for each party for approval as to the form and content. It is in the proper form and is within the powers and authority granted to Amphitheater to execute the IGA.

RECOMMENDATION:

The Administration recommends that the Board approve the attached Amendment and Federal Financial Assistance Subaward intergovernmental agreements with Pima County as presented.

INITIATED BY:

Date: June 26, 2023

Todd A. Jaeger, J.D. Superintendent

Pima County Department of Community & Workforce Development

Project: Pima Early Education Program Extended Day Head Start

Subrecipient: Pima County Amphitheater Schools dba Amphitheater Public Schools

Contract No.: CT-CR-22-353

Contract Amendment No.: 1

Orig. Contract Term:	08/01/2021-05/30/2024	**Orig. Amount:**	$3,548,960.00
Termination Date Prior Amendment:	N/A	**Prior Amendments Amount:**	$ 0.00
Termination Date This Amendment:	05/31/2025	**This Amendment Amount:**	$ 1,382,624.00
		Revised Total Amount:	$ 4,931,584.00

AMENDMENT ONE

1. Background and Purpose.

1.1. Background. On May 4, 2021, the Pima County Board of Supervisors approved the Year 1 plan for the Pima Early Education Program (PEEP). County is authorized by A.R.S. §§ 11-254.04 to appropriate and spend public monies for and in connection with activities that the County Board of Supervisors finds and determines will assist in the creation or retention of jobs or will otherwise improve or enhance the economic welfare of County Inhabitants. County determined that funding preschool expansion for low-income families that wish to enroll their preschool-age children in high quality preschools will improve the economic health and welfare of those children, their parents, employers, and taxpayers.

1.2 Purpose. The parties want to extend the term to Amphitheater Public Schools preschool classes that participate in the Pima Early Education Program by one year, increase funding, increase family eligibility, and program locations for school years 2023-2024 and 2024-2025.

2. Term. The parties agree to extend the contract term for one additional year commencing on May 31, 2024, and terminating on May 31, 2025. If the commencement date is before the Effective Date of this amendment, the parties will, for all purposes, deem the amendment to have been in effect as of the commencement date.

3. Scope of Services. The parties have revised the Scope of Services as follows:

3.1 Exhibit A Section 1 is replaced with the following:

1. Family Eligibility: To be eligible for the Program, families must have children ages three to five not eligible for kindergarten, with a household income at or below 300% of the Federal Poverty Level.

3.2 Exhibit A Section 3.3 is replaced with the following:

3.3 Program Locations: For school years 2023-24 & 2024-25 District shall inform County of the locations, within the District, of the 8 quality rated preschool classes

within the district. District shall inform County on which program locations will be PEEPs funded classes at least 30 days before the start of each school year.

4. **Compensation and Payment.** Not-to-Exceed Amount. County may pay Subrecipient up to $4,931,584.00 (the "Not to Exceed or NTE Amount"). Subrecipient may not provide any services, payment for which will cause County's total payment under this Agreement to exceed the NTE Amount. If Subrecipient does so, it is at Subrecipient's own risk.

5. **Israel Boycott Certification.** Pursuant to A.R.S. § 35-393.01, if Contractor engages in for-profit activity and has 10 or more employees, and if this Contract has a value of $100,000.00 or more, Contractor certifies it is not currently engaged in, and agrees for the duration of this Contract to not engage in, a boycott of goods or services from Israel. This certification does not apply to a boycott prohibited by 50 U.S.C. § 4842 or a regulation issued pursuant to 50 U.S.C. § 4842.

6. **Forced Labor of Ethnic Uyghurs**. Pursuant to A.R.S. § 35-394, if Contractor engages in for-profit activity and has 10 or more employees, Contractor certifies it is not currently using, and agrees for the duration of this Contract to not use (1) the forced labor of ethnic Uyghurs in the People's Republic of China; (2) any goods or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China; and (3) any contractors, subcontractors or suppliers that use the forced labor or any goods or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China. If Contractor becomes aware during the term of the Contract that the Company is not in compliance with A.R.S. § 35-394, Contractor must notify the County within five business days and provide a written certification to County regarding compliance within one hundred eighty days.

7. This Amendment No. 01 may be executed in any number of counterparts, each counterpart is considered an original, and together the counterparts constitute one and the same instrument.

All other provisions of the Contract not specifically changed by this Amendment remain in effect and are binding upon the parties.

SIGNATURE PAGE TO FOLLOW

PIMA COUNTY:

Chair, Board of Supervisors

ATTEST

Clerk of the Board

DISTRICT:

Governing Board President

ATTEST

Governing Board Clerk

Approval

The foregoing Intergovernmental Agreement between County and District has been reviewed by the undersigned and is hereby approved as to content.

Jan Lesher, Pima County Administrator

Intergovernmental Agreement Determination

The foregoing Intergovernmental Agreement between County and the District has been reviewed by the undersigned, each of whom has determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the party he or she represents.

PIMA COUNTY:

Deputy County Attorney

DISTRICT

General Council

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Approval of Arizona Department of Administration School Facilities Division Building Renewal Grants

BACKGROUND:

The District submitted Building Renewal Grant (BRG) Applications to the Arizona Department of Administration School Facilities Division (SFD) to correct Minimum Adequacy Guideline deficiencies at District locations.

The SFD approved the following BRG Applications with Phase Grant funding to be awarded for each BRG:

- BRG-004403 – Amphitheater USD – Welding and Mechanic Classrooms/Labs HVAC Conversion

The Governing Board is required to approve SFD Terms and Conditions for each BRG Application to accept the awards.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board accepts the SFD Building Renewal Grants and authorize the Governing Board President to sign the attached Terms and Conditions.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support **Date: June 22, 2023**

Todd A. Jaeger, J.D., Superintendent

SCHOOL FACILITIES DIVISION

Adopted: December 4, 2008
Modified: November 4, 2009, June 23, 2010, July 11, 2012, October 9, 2013, April 6, 2016, December 8, 2016, October 4, 2017, July 11, 2018, January 8, 2020, May 6, 2020, May 4, 2022, April 5, 2023

TERMS AND CONDITIONS FOR ACCEPTANCE OF MONIES FROM BUILDING RENEWAL GRANT FUND

School District: Amphitheater Unified District

School: Amphitheater High School

BRG Project Number: BRG-004403

Project Title: Welding and Mechanic Classrooms/Labs HVAC Conversion

1. PURPOSE OF TERMS AND CONDITIONS

These Terms and Conditions apply to the distribution of monies by the School Facilities Division (SFD, or "Division") from the Building Renewal Grant Fund ("Fund") pursuant to Arizona Revised Statutes, ("A.R.S.") §41-5732, §41-5701, and §41-5702.

These monies are being awarded to the District for the purpose of maintaining the adequacy of existing school facilities owned by school districts that are required to meet the minimum adequacy standards for student capacity and that fall below the minimum school facility guidelines found in A.A.C. Title 7, sections R7-6-101 through R7-6-276. Districts are prohibited from using monies from the Fund awarded pursuant to these Terms and Conditions on any project that is in a building, or part of a building, that is being leased to another entity. All monies used must be in compliance with the statutory requirements found in A.R.S. §41-5732,
A.A.C. Title 7 section R7-1-101, and the Building Renewal Grant Policy adopted on October 2, 2008 and as subsequently amended, as well as any applicable session law.

2. TERM OF TERMS AND CONDITIONS

The term of these Terms and Conditions shall begin on the initial date of the performance period and shall continue until the project is closed, pursuant to Paragraph 4.2. A project shall be complete within 12 months per A.R.S. §41-5732.

2.1 ABANDONMENT OF THE PROJECT

A Project or phase grant may be considered to be abandoned if the acceptance process, including, the submittal of the purchase order(s) has not been completed by the District within four months of award of funding or the project has had no activity in over a 6 month period. In such an instance, the project or phase grant may be subject to administrative closeout and any monies awarded may be de-obligated from the project or phase grant and returned to the fund. Abandonment of a project does not relieve a District of its obligation to correct the deficiency and

maintain compliance with Minimum Adequacy Guidelines.

3. FINANCIAL CONDITIONS

The District will accept a grant from the Fund in accordance with all applicable state statutes and rules, and will expend the funds in compliance with all provisions of such statutes and rules, including but not limited to, the following:

3.1. Use of fiscal control and fund accounting procedures as prescribed in the Uniform System of Financial Records, which will ensure proper disbursement of, and accounting for, monies paid to the District from the Fund;

3.2. Compliance with the School District Procurement Rules adopted by the Arizona State Board of Education, the USFR purchasing guidelines;

3.3. Compliance with all applicable state, federal, and local codes and laws related to buildings and building access, including permitting requirements of the Department of Environmental Quality for any construction project;

3.4. Compliance with any applicable federal, state and local health or safety requirements;

3.5. Compliance with any applicable Division of School Facilities Performance Specifications;

3.6. The Division of School Facilities will require Design Scope Development meetings with the selected architect before any funding is made available for Construction phase grant. School district non-compliance with these Terms and Conditions may result in the delay of phase grant awards in Procurement and/or Construction;

3.7. Professional services deliverables will be submitted to the Division of School Facilities via activity reports before project and phase grant closeout to verify deliverables were successfully funded by the Building Renewal Grant Program.

3.8. Further requests for funds in the form of subsequent phases, change orders, supplemental funding requests, and other requests outside of the project scope as described in the Terms and Conditions may be deemed ineligible upon review by the Division staff. These determinations are appealable as authorized in A.R.S.§ 41-5702 (A) (5) (i). Staff will provide guidance and technical assistance to the district in meeting program requirements. The final determination of the SFD or the Board are appealable agency actions as detailed in § 41-5702 (A)(5) (i) and subsection and 8. of these Terms and Conditions.

3.9. Failure to comply with any term or condition required by this Agreement may result in a delay in the processing of payment applications and change orders.

3.1 UNIFORM SYSTEM OF FINANCIAL RECORDS

The District will maintain records as required by the Uniform System of Financial Records and provide access to those records to the SFD as necessary to perform its duties. The District will cooperate with the SFD or the Auditor General or any of their authorized representatives when

audits are conducted as authorized by law. This cooperation includes access without unreasonable restrictions to the District's records and personnel for the purpose of obtaining relevant information.

3.2 SURPLUS FUNDS

If the final cost of the Project or the phase grant is less than the amount awarded by the SFD, the SFD shall de-obligate the remaining monies from the project or phase grant at closeout.

3.3 SCOPE OF WORK / UNFORESEEN CONDITIONS

The District shall notify the DSF if any unforeseen conditions arise during project implementation. The SFD will direct the District on how to proceed. The District must submit an executable Change Order which includes the signature of the District Representative, Architect, and contractor prior to receiving written approval from the Division to proceed. The Change Order is not considered executed until signed by the SFD. The Change Order will also indicate any changes to the contract value, contract schedule, and contract scope. No work shall proceed without a fully executed Change Order. Any work the school district approves prior to the executed change order is the financial responsibility of the school district.

Pursuant to A.R.S. §41-5701.02.I.2., if a school district approves (If the District issues a purchase order or authorizes start of the work) work referenced in a change order before the SFD approves the Change Order, the school district is responsible for the cost and construction of the project ('The Project' is defined for the purposes of the Change Order as the work defined in the Change Order).

3.4 LOCAL FUNDS

If the District intends to supplement the Project or phase grant with additional funds, the District shall provide to the SFD an itemized purchase order signed by a District representative authorized to make the expenditure. The District's purchase order shall clearly indicate the funding source and the amount being committed in each project or phase grant.

Elective upgrades to facilities, excluded spaces in excess of 10%, district administrative spaces, grade configuration updates of facilities, or program changes limited by "built as designed" plans are ineligible for BRG funds, notwithstanding campus-wide and/or multi-building building systems, such as, but not limited to fire alarms, intercoms, central plants, wastewater treatment plants and wells.

3.5 DISBURSED FUNDS

Any work the school district approves prior to receiving an award notice or an executed change order is the financial responsibility of the school district. The District shall return any disbursed monies to the SFD, and reimburse the Fund for monies spent without proper authorization from the SFD within thirty (30) days of being notified by the SFD.

3.6 FUTURE REPAIRS – THIS SECTION SURVIVES THE TERMINATION OF THIS AGREEMENT

To the extent allowed by law, if the District has contributed local funds to pay for an upgrade of the Project beyond that required by the minimum school facilities guidelines; any increase in the cost of a future repair or replacement shall be paid for proportionally according to the original cost sharing.

4. REPORTING REQUIREMENTS

The District will make reports to the SFD as requested, and will cooperate with any evaluation of the grant and/or project as required by the SFD. All expenditures and projects are subject to audit. All construction and related contracts entered into by the District shall contain a clause that will permit the SFD and/or the District to audit the contract.

4.1 PUBLIC RECORD

Any application, report or plan, including school designs or architectural drawings relating to the funded Project in the possession of the District or its agents or designees is deemed a public record as defined by Arizona law.

4.2 FINANCIAL REPORT AND PROJECT / PHASE GRANT CLOSEOUT

The District shall complete a final financial report in each phase grant before initiating an application for subsequent phase grants. The project closeout shall be completed upon submission of the final project payment request.

The District shall maintain records for five years following the completion of the project, which show:

a. The amounts received from the Fund;

b. How the District spent the monies received from the Fund;

c. The total cost of the project and each phase grant;

d. The share of the total cost provided from other sources;

e. A list of all change orders that were approved and denied for each phase grant.

5. INSURANCE REQUIREMENTS

For all construction projects, the District agrees to secure insurance coverage for purposes of general liability, property damage and workers' compensation and secure performance and payment bonds. Projects as a result of weather-related or other insurable incidences shall be initiated by an insurance claim and partnerships reported.

6. AUDIT OF RECORDS

Pursuant to A.R.S. §§ 35-214 and 35-215, the District shall retain and shall contractually require

each subcontractor to retain all data, books and other records (“records”) relating to these Terms and Conditions for a period of five years after completion of these Terms and Conditions. All records shall be subject to inspection and audit by the State for five years after the termination of these Terms and Conditions.

7. AVAILABILITY OF FUNDS

Every payment obligation of the State under these Terms and Conditions is conditioned upon the availability of funds allocated for the payment of such obligations. If funds are not allocated and available for the continuance of the Project or phase grant, these Terms and Conditions may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

8. APPEALABLE AGENCY ACTION

Pursuant to 41-5702 (A)(5) (i) and subsection P, Building Renewal Grant requests are an appealable agency action.

SFD Staff shall notify a school district in writing that the proposed project does not meet eligibility criteria. The written notification shall include documentation to support the staff's determination that the proposed project does not meet the eligibility criteria. The SFD will send written notification to the school district after the final decision that the school district is not eligible.The school district may directly appeal the staff's determination of ineligibility to the director or designee. The school district may directly appeal the director's determination of ineligibility to the board.

A school district may appeal the denial of a request for monies or any other appealable Division action pursuant to title 41, chapter 6, article 10. For the purposes of this subsection, "appealable agency action" has the same meaning prescribed in section 41-1092.

8. RESOLUTION OF DISPUTES

The Parties to these Terms and Conditions agree to resolve all disputes arising out of or relating to these Terms and Conditions through arbitration, after exhausting applicable administrative review (pursuant to Title 41, Chapter 6, Article 10), to the extent required by A.R.S. § 12-1518, except as may be required by other applicable statutes.

9. NON-DISCRIMINATION

The Parties shall comply with Executive Order 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities and all other applicable State and Federal employment laws, rules, and regulations, including the Americans with Disabilities Act. The Parties shall take affirmative action to ensure that Districts for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability. However, Tribal Nations are exempt from the definition of employer for both Federal and State Civil Rights Act.

10. TERMINATION

Each party shall have the right to terminate this Agreement by notifying the other party in writing of the termination at least thirty (30) days prior to the effective date of said termination. If the Agreement is terminated by the – SFD, the District shall be paid for all allowable costs incurred prior to the date of termination, and the cost determined appropriate by the SFD to de-mobilize the contractor from the work site, if applicable.

The payment of costs are subject to audit verification by the SFD or its duly authorized representative.

If the Agreement is terminated by the District, the District is still responsible for correcting the deficiency and maintaining compliance with Minimum Adequacy Guidelines.

11. ASSIGNMENT AND DELEGATION

Neither party may assign any rights hereunder without the express, prior written consent of both parties.

12. CANCELLATION FOR CONFLICT OF INTEREST

The parties acknowledge that these Terms and Conditions are subject to the cancellation provisions set forth in A.R.S. §38-511.

13. ENTIRE AGREEMENT

These Terms and Conditions contain the entire understanding of the parties hereto. There are no representations or provisions other than those contained herein. Any amendment or modification of these Terms and Conditions shall be consistent with Section 1 of these Terms and Conditions.

14. APPLICABLE LAW

These Terms and Conditions shall be governed and interpreted by the laws of the State of Arizona.

15. THIRD PARTY ANTITRUST VIOLATIONS

The District assigns to the State any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to the District toward fulfillment of these Terms and Conditions.

16. PROGRAM REVIEW AND SITE VISITS

The SFD has the right to make site visits at reasonable intervals for purposes of review of Project accomplishments and management control systems and to provide technical assistance, if required. The District will provide reasonable access to facilities, office space, resources, and assistance for the safety and convenience to the SFD in the performance of their duties. All site visits and evaluations must be performed in a manner that does not unduly interfere with or delay the work.

17. RIGHT TO USE, DUPLICATE AND DISCLOSE

The SFD may duplicate, use, and disclose in any manner and for any purpose whatsoever, within the limits established by Federal and State laws and regulations, all information relating to these Terms and Conditions.

The District agrees that any negotiations, agreements, and/or contracts between the District and Architect(s) for the design of the Project shall provide that the SFD retains the right to use design documents limited to Site Plan, Exterior Elevations, Floor Plans, models, photographs, and renderings for the following, restricted purposes:

a) To acknowledge Architects and their school designs successfully funded by the Board;

b) To create a resource collection of promotional architectural designs for elementary, middle and high schools that will be available to other school districts to use as a school design resource.

It is understood that other school districts cannot use the District's design plans as their own as mandated by Code and Rules under the Arizona State Board of Technical Registration. Artistic representations shall not contain confidential or proprietary information, but shall include professional credit for the architect and engineers of the successful project.

18. FEDERAL IMMIGRATION AND NATIONALITY ACT

By entering into the Contract, the District warrants compliance with the Federal Immigration and Nationality Act (FINA) and all other Federal immigration laws and regulations related to the immigration status of its employees. The District shall obtain statements from its contractors and its subcontractors certifying compliance and shall furnish the statements to the Board upon request. These warranties shall remain in effect through the term of the Terms and Conditions. The District and its contractor and its subcontractors shall also maintain Employment Eligibility Verification forms (I-9) as required by the U.S. Department of Labor's Immigration and Control Act, for all employees performing work under the Contract. I-9 forms are available for download at USCIS.GOV.

The State may request verification of compliance for any of the District's contractors or subcontractors performing work under these Terms and Conditions. Should the State suspect or find that the District or its contractor or any of its subcontractors are not in compliance, the State may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Terms and Conditions for default, and suspension and/or debarment of the contractor. All costs necessary to verify compliance are the responsibility of the contractor.

19. E-VERIFY REQUIREMENTS PURSUANT TO A.R.S. § 41-4401

19.1 WARRANT COMPLIANCE

The District's contractors must warrant compliance with all Federal immigration laws and regulations relating to employees and warrant its compliance with A.R.S. § 23-214(A). (That subsection reads: After December 31, 2007, each employer, after hiring an employee, shall verify the employment eligibility of the employee through the E-verify program.)

19.2 BREACH OF WARRANTY

A breach of warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.3 FAILURE TO COMPLY

Failure to comply with a SFD audit process to randomly verify the employment of contractors and subcontractors shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.4 INSPECTION

The SFD retains the legal right to inspect the papers of any employee who works on the Project to ensure that the contractor or subcontractor is complying with the warranty under Paragraph 19.1.

20. REIMBURSEMENTS FOR INVESTIGATIONS, ASSESSMENTS, REPAIRS AND REPLACEMENTS.

The SFD may enter into additional agreements with the District that authorize the District to utilize SFD funded investigations, assessments, repairs or replacements for construction defect litigation. This agreement may require the District to reimburse the SFD an agreed upon amount for the expenses incurred in obtaining those investigations, repairs or replacements if, upon the completion of the legal action, the District receives damages.

21. PROHIBITED BEHAVIOR-BOYCOTT OF ISRAEL

The District warrants that its contractors are not engaged in a boycott of Israel as defined by A.R.S. §35-393.01.

22. FLOW-DOWN REQUIREMENTS

The District shall comply with requirements of applicable Federal, State and local laws, regulations, policy and guidance, and shall flow down the requirements of applicable Federal, State, and local laws, regulations, policy and guidance to contractors and subcontractors at any

tier to the extent necessary to ensure compliance with the requirements.

The District shall comply with all laws, statutes, ordinances, rules, codes, and regulations applicable to any school district.

23. CERTIFICATION / AUTHORIZATION

These Terms and Conditions must be signed by the President of the Governing Board, Superintendent andthe CFO/Business Manager of the District and certifies that he or she has read these Terms and Conditions and represents and warrants that he or she is duly authorized to agree and accept and therefore sign these Terms and Conditions on behalf of the District.

BRG Project Number: BRG-004403

Governing Board President (signature)	Date
Deanna M. Day	Amphitheater Unified District
Name (printed/typed)	School District
Superintendent (signature)	Date
Todd A. Jaeger, J.D.	
Name (printed/typed)	
CFO/Business Manager (signature)	Date
Scott Little	
Name (printed/typed)	

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Approval of Out of State Travel

BACKGROUND:

STAFF

Darlene Mansouri of State & Federal Programs requests permission to attend 2024 National ESEA Conference in Portland, OR on February 6-11, 2024. Approximate cost of travel is $3,042.10 and will be paid using Title I funds. Four school days will be missed, and no substitutes are required.

STUDENTS

Lauren Marlatt, Kay Lewis, Andrea Fyock, Erika Sparlin, and Jeremy Hayes request permission to take 50 7th Grade Coronado K-8 School students to Catalina Island Marine Institute in Catalina Island, CA on February 18-22, 2024. Approximate cost of travel is $26,404.50 and will be paid using Auxiliary and Tax Credit funds. Three school days will be missed, and substitutes are required.

BUDGET CODE KEY		
100.23.100.2579.6360.509.0000	Title I	Non-Instructional Training, Employee Training, State & Federal Programs
100.24.100.2579.6582.509.0000	Title I	Non-Instructional Training, Staff Travel, State & Federal Programs
525.00.100.1001.6892.115.0000	Auxiliary	Classroom Instruction, Student Travel, Coronado
526.00.100.1001.6892.115.0000	Tax Credit	Classroom Instruction, Student Travel, Coronado
525.00.410.2710.6519.115.0000	Auxiliary	Student Transportation, Student Travel, Coronado
526.00.410.2710.6519.115.0000	Tax Credit	Student Transportation, Student Travel, Coronado
525.00.100.1001.6113.115.0000	Auxiliary	Classroom Instruction, Substitutes, Coronado

RECOMMENDATION:

It is the recommendation of the administration that the above travel be approved.

INITIATED BY:

Matthew Munger **Date: June 20, 2023**
Associate Superintendent for Secondary Education

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): **Darlene** **Mansouri**

SCHOOL: **District Offices**

Department (opt.): **State & Federal Programs**

DATE(S): **Feb. 6, 2024 - Feb. 11, 2024**

ACTIVITY/EVENT: **2024 National ESEA Conference**

LOCATION: **Portland, OR**

ABSENCE: # Days **6** Sub Required: ☐Yes ☒No # of School Days Missed **4**

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROXIMATE COST	BUDGET CODE/DESCRIPTION (Note: Tax credit contributions are District funds and require a budget code.)
Registration	**$629**	**100.23.100.2579.6360.509.0000**
Transportation	**$634.10**	Mode **Air, Shuttle & Parking, bags. 100.24.100.2579.6582.509.0000**
Rental Car	____	____
Meals	**$384**	**100.24.100.2579.6582.509.0000**
Lodging	**$1,395**	**100.23.100.2579.6582.509.0000**
Substitutes	____	____
TOTAL	**$3,042.10**	

The District will ☐ (or) will not ☒ receive reimbursement from outside sources.

Purpose of travel: **To attend the 2024 National ESEA Conference (Title I, II. IV, Homeless, Private School Equitable Services)**

Outcomes and academic benefits to students and staff: **A better understanding of the Federal Programs updates and guidelines. Learn changes at the Federal Level for grants and programs requirements.**

The travel is necessary for the implementation of the project funding the travel.

Submitted by: Darlene Mansouri — Signature — 6/1/23 — Date

Principal/Supervisor — 6.12.23 — Date

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Associate Superintendent/Superintendent — Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST
Attach supporting documentation as needed
ORIGINAL SUBMISSION
THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL

SCHOOL: Coronado K-8

ESTIMATED NUMBER OF STUDENTS: 50

NAME OF SCHOOL GROUP/CLUB/ENTITY: Coronado 7th Grade / Science Department

STAFF ADVISOR(S)/CHAPERONES: Lauren Marlatt (coordinator) Chaperones: Lauren Marlatt, Kay Lewis, Andrea Fyock, Erika Sparlin, and Jeremy Hayes

ABSENCE: # Days 3 Sub Required: ☒ Yes ☐ No # of School Days Missed 3

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Field trip to study Oceanography and Marine Biology

DESTINATION OF TRAVEL: Catalina Island Marine Institute (CIMI), Toyon Bay, CA

DATES OF TRAVEL: February 18-22, 2024

ACADEMIC BENEFITS TO STUDENTS: The students will be participating in Catalina Island Marine Institute's three-day camp. Students will complete labs and activities aligned with the Arizona Science Standards adopted in October of 2018. Students will have a reinforcement of the content learned in class. Students will compete in a Science Olympics when we return to assess their learning.

Identify which characteristics of the Portrait of Graduate are specifically related to this event.

☒ Academic Content	☒ Caring	☒ Citizenship
☒ Collaboration	☒ Communication	☒ Creative Thinking
☒ Critical Thinking	☒ Problem-Solving	

PROPOSED METHOD OF TRANSPORTATION:
☐ District-owned vehicles
Transportation approval: _____
☒ Other: Mountain View Tours

Are expenses paid from any of the following accounts? Auxiliary X Tax Credits X Club Funds _____
Parent Organization _____

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	$ 18,460.00	525/526.00.100.1001.6892.115.0000
Transportation	$ 6,144.50	525/526.00.410.2710.6519.115.0000
Meals	Included	----------
Lodging	Included	----------
Substitutes	$ 1,800.00	525.00.100.1001.6113.115.0000
TOTAL	$ 26,404.50	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? No
IF SO, SOURCE & AMOUNTS:
* PO must be submitted and approved ***prior*** to travel to qualify for reimbursement.

HOW ARE CHAPERONE EXPENSES PAID? Chaperones are free based on enrollment of students.

COST TO EACH STUDENT: $500.00

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? We are working on fundraising in a variety of ways. We will apply for a grant to supplement the needed funds for the scholarship. We have asked the students to tell us how much they can afford and have a fundraising goal to make sure that all eligible students have a means of attending.

FUNDING SOURCE(S): The parents/guardians will pay for most of the trip. Other funding will come from tax credits, scholarships, and fundraising.

FUNDRAISING ACTIVITIES PLANNED (If applicable):

The travel is necessary for the implementation of the project funding the travel.

SUBMITTED BY: CP Mille FOR LAUREN MARLATT — Signature — 6.07.23 — Date

APPROVED BY: _____ — Principal/Supervisor — 6/7/23 — Date

_____ — Associate Superintendent/Superintendent — 6/13/23 — Date

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Presentation on K-12 Core Content and Program Curriculum Work

BACKGROUND:

The Office of Learning and Instruction offers a continuation of the study item presented on June 13, 2023, Presentation on K-12 Core Content and Program Curriculum Work. During the first presentation, we focused on the overarching goal to fully implement a guaranteed and viable curriculum through strengthening our core, Tier 1 instruction and to provide personalized learning opportunities for all students. The upcoming study item on June 27, 2023, will provide a continued explanation of the collaborative work between the K-12 Coordinators and Amphitheater teachers that has moved the Office of Learning and Instruction closer to our goal and has supported our District's vision of the Portrait of a Graduate.

The upcoming presentation will focus on the curriculum work completed for all grade levels in math and science contents. Polly Kimminau, Math Coordinator (K-12), and Pam Vandivort, Science/STEM Coordinator (K-12) will explain the creation of standards-based resources that support consistent implementation of adopted curricula throughout Amphitheater schools, including:

- K-12 curricular resources that align the written, taught and assessed curriculum in math and science.
- Tools that provide measurable criteria for determining mastery of grade-level standards.
- Two-way communication channels that were used to support collaboration across Amphitheater schools and the Office of Learning and Instruction.
- Professional learning to support teachers and schools.

Elementary Math:

Polly Kimminau, Math Coordinator, worked with school leaders and teachers from all elementary schools to support standards-based instruction through the creation of the elementary scope and sequences and the elementary report card revisions.

- Ms. Kimminau developed a set of resources that informs our understanding of the alignment between the AZ Mathematics Standards and the adopted curriculum, *Everyday Math 4.0*. These resources also provide consistent criteria for determining student's mastery of essential learning as they progress through the school year. Throughout this process, Ms. Kimminau used a two-way communication model to retrieve feedback from instructional leaders and staff across all school sites. She facilitated the study of the initial drafts with principals and hosted virtual "office hours" for teachers and leaders to learn about the resources. This allowed educators to ask for informed clarifications about how to use the documents and allowed Ms. Kimminau the opportunity to respond to feedback and make refinements to the resources (all accessible through exhibit A).
    - Mastery Expectations Organized by Quarter/Unit: Mastery Expectations are aligned to Everyday Math and indicate at what point in the scope of the curriculum, students should have mastered the State Standard. The reason this section is important is because it provides a guide for teachers to monitor the progress of their students to determine their yearlong progress toward content mastery for their grade.
    - Benchmark Expectations Organized by Quarter/Unit: Everyday Math has broken down each standard into Benchmark Expectations organized by quarter. These expectations allow the teacher a checkpoint to assess students' understanding of skills as they progress toward mastery. These Benchmark Expectations help to identify critical skills for each quarter on the Report Card.

- Spiraling Focus Organized by Quarter: This spreadsheet provides teachers with another way to view what the students should know and be able to do by the end of each unit. It is a visual representation of the spiraling nature of Everyday Math, which allows students multiple opportunities to build on previous learning throughout the year.
- Everyday Math Assessment and the AZ Mathematics Standards: Each lesson in Everyday Math has an "Assessment Check-In" (except kindergarten). This spreadsheet identifies the standard or standards measured during each Assessment Check-in.

- A group of elementary teachers representing all grade levels and all elementary schools was convened and tasked with revising the K-5 report card to align the written and taught curriculum, the assessed knowledge and skills, and the information we provide to parents and guardians about student achievement. Ms. Kimminau used several strategies for communicating with and to teachers about the report card revisions. These strategies included flexible opportunities for educators to listen, engage with others to deepen understanding, and to provide feedback to inform refinements to the resources. Information was provided through an informational video presentation as initial training for teachers, and interactive "office hours" were held for teachers and leaders to discuss implementation and intended use, and in-person visits to school sites were offered to meet with teachers during planning periods.
    - Elementary Report card (exhibit B): The report card was designed to directly connect the Arizona State Standards and our Tier 1, core curriculum, Everyday Math. The Standards selected for inclusion on the Report Card were the Major Cluster (or priority) Standards of the AZ Mathematics Standards, as well as a few Supporting Cluster Standards, specifically selected to connect to critical skills for success in the next grade level. The green color on the report card refers to the Mastery Expectation as presented in Everyday Math. While Arizona State Standards require mastery by the end of the year, this resource helps teachers become aware of when mastery is expected within the scope of the curriculum.
    - Elementary Report Card Rubric (exhibit B): Based on the Everyday Math Benchmark Expectations, organized by quarter, the report card rubric identifies each benchmark skill expected for each quarter as the students work toward mastery of the State Standards.
- In addition to supporting implementation of our adopted core math curriculum, Ms. Kimminau also supported the use of the supplemental digital curriculum, Dreambox Learning.

Secondary Math:
During the last study on June 13, 2023, our team presented a 5-year plan that supports standards-based teaching and grading, consistent implementation of the adopted curriculum, common formative assessment that drives evidence-based instruction, and personalized competency-based learning. Department Heads from the 4 major contents (ELA, Math, Science, Social Studies) at every middle and high school met throughout the year to work toward the goals for year 1. They will continue to meet and communicate back to their colleagues about the progress toward the annual goals of this team. Ms. Kimminau facilitated the work of Department Heads for Mathematics by:

- Establishing a strong understanding of the grade 6-12 AZ Mathematics Standards, including the standards for mathematical practices (factors that support rigor, relevance and promote college and career readiness).
- Identification of priority standards (those that require the most time and attention, are high leverage and allow crossover to other contents and interdisciplinary connections and include concepts that endure over time, (exhibit C).
- Developed scope and sequence documents that align with AZ Mathematics Standards, include the essential learning that all students must master by the end of each course, and provide guidance on the key ideas and vocabulary that students must learn to demonstrate proficiency in each subject (exhibit D).
- Developed proficiency scales that include clear descriptors of what the progression of learning looks like. These proficiency scales will assist teachers as they transition to standards-referenced grading practices (exhibit E).

Keeping in mind our focus and commitment to personalized-competency based learning for students, Ms. Kimminau developed guidelines to assist teachers in making equitable, evidence-based recommendations for accelerating student learning.

- Middle School Acceleration flow-chart (exhibit F)
- Middle School math placement resources

Ms. Kimminau coordinated and facilitated professional learning opportunities for elementary and secondary teachers across the District and as requested by specific schools.

- Coordinated District Wednesdays' Professional Development Trainings for *Everyday Math 4.0*, **DreamBox Learning*, enVisionmath 2.0, and *ALEKS (*digital learning curriculum)
- Provided professional learning and support as requested by school sites on connections between DreamBox student's achievement reports and NWEA MAP data.
- Provided individualized support as requested by CISS team members and individual teachers on K-12 curriculum and instruction.

Elementary Science:
AZ Science standards changed in 2018 to include three dimensions: Science & Engineering Practices, Cross-Cutting Concepts and Core Ideas. The standards are structured to support phenomena and inquiry-based learning, which teaches students to think critically rather than memorize facts. The format of the summative state assessment, AZSci reflects this as it contains a series of graphics and informational text from which students must extract information to create scientific explanations of phenomena. The Picture-Perfect (PP) and Engineering is Elementary (EiE) curricula align well with all 3 dimensions of the elementary science standards. They are both inquiry and phenomena based and integrated with ELA, geography, social studies and math support. As students work through the challenges of the PP and EiE curricula, they are practicing the AzSCI testing format.

The adopted science curriculum has been in use for 5 years. A renewed focus on the guaranteed and viable curriculum (equitable access to essential learning and skills, as well as articulated essential learning that can be taught in allocated time) has strengthened our understanding of how well it aligns to our academic standards. Our unified goal is to transform learning experiences so that students have opportunities to inquire, explore, discover, think critically and draw informed conclusions.

To sustain these more rigorous instructional shifts, Ms. Vandivort provided differentiated support to teachers and schools throughout the district. The following professional learning experiences were offered:

- Whole-staff training (1 hour for Picture Perfect; 3+ hours for Engineering is Elementary) - refresher trainings as needed.
- Grade level support to meet instructional expectations of at least 5 Picture Perfect, and Engineering is Elementary units per year to cover all standards.
- Assistance for schools to organize and plan learning for the Maker Space. This included designing the educational space, organizing materials, and practice leading hands-on lessons using Maker Spaces. The intended outcome is to support school leaders to ensure Maker Spaces are fully functional and in use in all schools.
- Professional learning designed to integrate English Language Arts and Social Studies standards with the Amphitheater Science Units.

Ms. Vandivort also provided support to schools that had specific goals for building the capacity of their staff in teaching Science and STEM. Ms. Vandivort worked with the principals of these schools to develop support plans that yielded increased student achievement outcomes. These plans included the following action items:

- All teachers received updated training and support to implement the Tier 1, core curriculum with fidelity.
- Maker Spaces and outdoor learning environments would be used consistently.
- All teachers and students attend at least 1 STEM challenge tutorial.
- All teachers conduct one class science project to be entered into SARSEF.
- All teachers increase their use of graphs, tables and other graphic organizers into daily practices.
- All teachers post CERs, and other EOLs for whole-school interaction.

Secondary Science:
Amphitheater's adopted Middle School core curriculum was developed by a team of teachers from our schools in collaboration with the ADE through their Deeper Dive grant program, initiated in 2018. Their goal, which was achieved, was to construct a total of (9) 3D, phenomena-driven, hands-on curriculum guides; to include Life, Physical and Earth sciences for 6th, 7th & 8th grades. Ms. Vandivort has worked collaboratively with middle school teachers to sustain the implementation of this curriculum.

The efforts to strengthen Tier 1, core instruction across all major content areas continued with science. The secondary science department heads met throughout the year to work toward the year 1 goals of developing a well-articulated scope and sequence and to develop proficiency scales for all priority standards. Ms. Vandivort facilitated the work of the middle and high school department heads by:

- Establishing a strong understanding of the grade 6-12 AZ Science Standards, including the science and engineering practices (factors that help students make sense of the natural world and understand how science and engineering are practiced and experienced).
- Identification of priority standards (those that require the most time and attention, are high leverage and allow crossover to other contents and interdisciplinary connections and include concepts that endure over time, (exhibit G).
- Developed scope and sequence documents that align with AZ Science Standards, include the essential learning that all students must master by the end of each course, and provide guidance on the key ideas and vocabulary that students must learn to demonstrate proficiency in each subject (exhibit H).
- Developed proficiency scales that include clear descriptors of what the progression of learning looks like. These proficiency scales will assist teachers as they transition to standards-referenced grading practices (exhibit I).

Future Goals for Elementary and Secondary Science/STEM:
Ongoing goals for Science and STEM are a continuation of our explicit efforts to align instruction, curriculum and assessment. Elementary support will focus on increased use of the Maker Spaces, increasing opportunities to incorporate graphs, tables, data imagery into lessons, and integration of other major content standards into the elementary science units. Secondary schools will focus their continued curriculum work to support the resources described in this narrative item. Ms. Vandivort will facilitate the collaborative work to develop common formative assessments that are aligned to our standards and curriculum.

RECOMMENDATION:
This is presented to the Governing Board as an informational item.

INITIATED BY:

Elizabeth A. Jacome

Elizabeth Jacome **Date: June 20, 2023**
Director of Curriculum and Assessment

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

Presentation on K-12 Mathematics and Science/STEM Curriculum

June 27, 2023

Elizabeth Jacome
Director of Curriculum and Assessment
Polly Kimminau
Math Coordinator
Pam Vandivort
Science/STEM Coordinator

"Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students." (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added)

AMPHITHEATER Public Schools

2022-2023 Math, Science & STEM

- K-12 curricular resources that align the written, taught and assessed curriculum in math and science
- Tools that provide measurable criteria for determining mastery of grade-level standards
- Two-way communication channels that were used to support collaboration across Amphitheater schools and the Office of Learning and Instruction
- Professional learning to support teachers and schools

AMPHITHEATER Public Schools

Science and Engineering Practices

ASKING QUESTIONS (FOR SCIENCE) AND DEFINING PROBLEMS (FOR ENGINEERING)

DEVELOPING AND USING MODELS

PLANNING AND CARRYING OUT INVESTIGATIONS

ANALYZING AND INTERPRETING DATA

USING MATHEMATICS AND COMPUTATIONAL THINKING

CONSTRUCTING EXPLANATIONS (FOR SCIENCE) AND DESIGNING SOLUTIONS (FOR ENGINEERING)

ENGAGING IN ARGUMENT FROM EVIDENCE

OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION

AMPHITHEATER Public Schools

Standards for Mathematical Practice

MAKING SENSE OF PROBLEMS AND PERSEVERING IN SOLVING THEM

REASONING ABSTRACTLY AND QUANTITATIVELY

CONSTRUCTING VIABLE ARGUMENTS AND CRITIQUING THE REASONING OF OTHERS

MODELING WITH MATHEMATICS

USING APPROPRIATE TOOLS STRATEGICALLY

ATTENDING TO PRECISION

LOOKING FOR AND MAKING USE OF STRUCTURE

LOOKING FOR AND EXPRESSING REGULARITY IN REPEATED REASONING.

AMPHITHEATER Public Schools

AMPHITHEATER
Public Schools

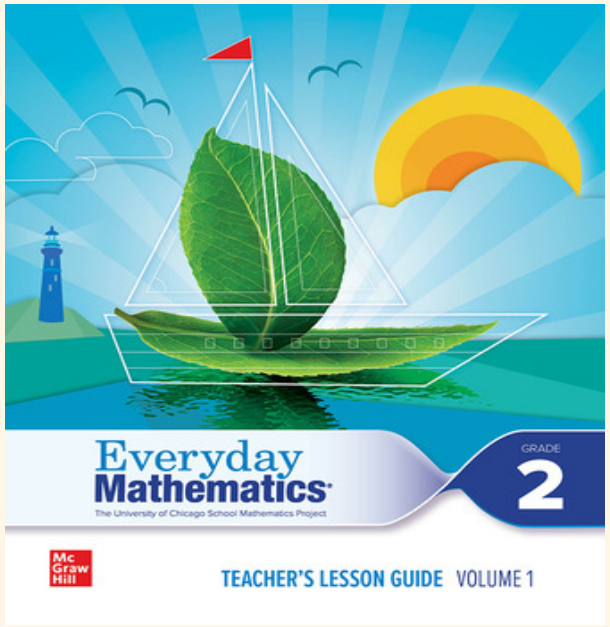
Mathematics Curriculum and Instruction

Polly Kimminau
Math Coordinator (K-12)

Amphitheater Public Schools
PORTRAIT OF A GRADUATE

Elementary Math: Scope and Sequence

AZ Math Standards



Benchmark Expectations

K-5 Scope and Sequence

AMPHITHEATER Public Schools

Mastery Expectations Organized by Quarter/Unit

2nd grade	
3rd Quarter	
Mastery Standards	
Unit 5	Unit 6
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
	2.NBT.A.1a Understand that 100 can be thought of as a bundle of ten tens - called a "hundred".
	2.NBT.A.1b Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names , and expanded form.

Benchmark Expectations Organized by Quarter/Unit

AzCCRS Legend: Major Cluster Supporting Cluster

2nd grade

	2nd Quarter			Location in Everyday Math	
	Benchmark Expectations				
Cluster	Standard	Unit 3	Unit 4	Focus	Practice
Operations and Algebraic Thinking	2.OA.A.1	Add and subtract within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts. Use drawings or equations to represent the problem.		3-2, 3-7, 3-8, 3-9	3-1. 3-3. 3-9, 3-11, 4-1, 4-3, 4-5, 4-7, 4-8, 4-11
	2.OA.B.2	Know doubles facts and combinations-of-10 and apply strategies to solve all addition facts. Know +/-0 and +/- 1 facts.		3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-8, 3-9, 3-10, 3-11, 4-11	3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 3-8, 3-9, 3-10, 3-11, 4-1, 4-2, 4-3, 4-4, 4-5, 4-7, 4-9, 4-10
	2.OA.C.3		Mastery		3-2, 3-4, 3-11, 4-1, 4-2, 4-3, 4-4

Spiraling Focus Organized by Quarter

3rd Quarter	
Spiraling Focus Standards	
Unit 5	Unit 6
By the end of the unit, expect students to...	By the end of the unit, expect students to...
2.OA.A.1 ...add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart: by using drawings to represent the problem.	2.OA.A.1 ...add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart: by using drawings to represent the problem.
2.OA.B.2 ...know doubles and combinations of 10 and apply strategies to solve all addition and subtraction facts.	2.NBT.B.5 ...add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with or without tools.
2.NBT.A.2 ...count by 1s within 1000 and skip count by 5s, 10s, and 100s.	2.NBT.B.7 ...add and subtract numbers at least within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Expect

Everyday Math Assessment and AZ Mathematics Standards

AzCCRS Legend: Major Cluster Supporting Cluster

2nd Grade

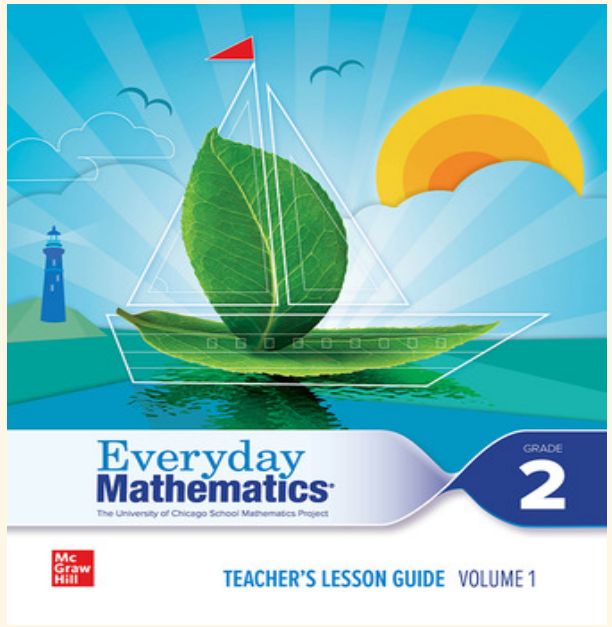
2nd Quarter

Ongoing Assessment (Assessment Check-In)

Unit 3		Unit 4	
Lesson	Standard(s)	Lesson	Standard(s)
1	2.OA.B.2 (Open Response and Re-Engagement)	1	2.MD.C.7
2	2.OA.B.2, 2.NBT.B.5	2	2.MD.C.7
3	2.OA.B.2	3	2.MD.C.7
4	2.OA.B.2	4	2.NBT.A.1, 2.NBT.A.1b, 2.NBT.A.3
5	2.OA.B.2	5	2.NBT.A.4
6	2.OA.B.2	6	2.NBT.A.1, 2.NBT.A.1a (Open Response and Re-Engagement)
7	2.NBT.B.7	7	2.NBT.A.1, 2.NBT.A.3, 2.NBT.B.7
8	2.OA.B.2	8	2.MD.A.1, 2.MD.A.3
9	2.OA.B.2	9	2.MD.A.1
10	2.OA.B.2, 2.MD.B.6	10	2.MD.A.1, 2.MD.A.2
11	Exploration (no Assessment Check-In)	11	Exploration (no Assessment Check-In)
12	Progress Check	12	Progress Check
		*	Mid-Year Assessment

Elementary Math: Report Cards

AZ Math Standards



Benchmark Expectations

K-5 Scope and Sequence

AMPHITHEATER Public Schools

2022-2023 Elementary Math Report Card Committee

Grade Level	Committee Members
K	Jen Martinez, Caryn Tate, and Coral Roberts
1	Mark Bailey and Jennifer Torres
2	Courtney Blake, Vanessa Miller, and Brent Daglio
3	Mabel Rivera, Vanessa Hicks, and Kelsey Glavin
4	Susan Latin and Helen Martinez
5	Liesl Scheffel, Amanda Larriva, Kris Holt, and Kim McDole

Special Advisors: Carol Tracy, Christine Sullivan, Elizabeth Jacome, and Tassi Call

Elementary Report Card Timeline

April - May 2022: Creation of the first Report Cards and Rubrics Drafts based on AZ Mathematics Standards and Everyday Math Benchmark Expectations

August 2022: Report Card Committee met to review the drafts and adjust.

August 2022: Polly Kimminau and Elizabeth Jacome created a “Report Card Rollout” video and Polly Kimminau offered 3 “Report Card Office Hours” to support teachers as they began using the new Report Cards.

December 2022: Teachers were given an opportunity to provide feedback on the Report Cards.

January 2023: Report Card Committee met multiple times to review teacher feedback adjust report cards for the 2023-24 school year.

March 2023: The “Final Draft” was sent out to all teachers to provide feedback and suggestions.

Elementary Standards-based Report Card and Rubrics

2nd Grade Report Card

Math	MP1	MP2	MP3	MP4
2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.				
2.OA.B.2: Fluently add and subtract within 20.				
2.NBT.A.2: Count within 1000; skip count by 5's, 10's, and 100's.				
2.NBT.A.3: Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.				
2.NBT.A.4: Compare two three-digit numbers using >, <, and =.				
2.NBT.B.5: Fluently add and subtract within 100 using strategies.				
2.NBT.B.8: Mentally add and subtract 10 or 100 to a given number in the range of 100 and 900.				
2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				
2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				
2.MD.C.8: Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies.				
2.MD.D.10: Draw a picture graph and a bar graph and solve simple put-together, take-apart, and compare problems using information presented in the graph.				
2.G.A.1: Identify and describe attributes of two-dimensional and three-dimensional shapes.				
2.G.A.3: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, fourths, half of, third of, etc.				

2.OA.A: Represent and solve problems involving addition and subtraction.

2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.	Uses **addition and subtraction within 1000** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.
3 Proficient	**Adds within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 100** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.
2 Partially Proficient	**Inconsistent in adding within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 100** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.
1 Minimally Proficient	**Unable to add within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Unable to or inconsistent in adding within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Unable to or inconsistent in adding** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Unable to or inconsistent in adding** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.

Amphitheater Public Schools
PORTRAIT OF A GRADUATE

Using Scope and Sequence with Report Card Rubrics

2nd Grade Report Card

Math	MP1	MP2	MP3	MP4
2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.				
2.OA.B.2: Fluently add and subtract within 20.				
2.NBT.A.2: Count within 1000; skip count by 5's, 10's, and 100's.				
2.NBT.A.3: Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.				
2.NBT.A.4: Compare two three-digit numbers using >, <, and =.				
2.NBT.B.5: Fluently add and subtract within 100 using strategies.				
2.NBT.B.8: Mentally add and subtract 10 or 100 to a given number in the range of 100 and 900.				
2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				
2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				
2.MD.C.8: Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies.				
2.MD.D.10: Draw a picture graph and a bar graph and solve simple put-together, take-apart, and compare problems using information presented in the graph.				
2.G.A.1: Identify and describe attributes of two-dimensional and three-dimensional shapes.				
2.G.A.3: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, fourths, half of, third of, etc.				

Rubric

2.OA.A: Represent and solve problems involving addition and subtraction.

2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.	Uses **addition and subtraction within 1000** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.
3 Proficient	**Adds within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	Add... with... one... pro... situ... to, ... put... taki... com... unk...	
2 Partially Proficient	**Inconsistent in adding within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	Add... with... one... pro... situ... to, ... put... taki... com... unk...	
1 Minimally Proficient	**Unable to add within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Unable to or inconsistent in adding within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	Una... inc... add... one... pro... situ... to, ... put... taki... com... unk...	

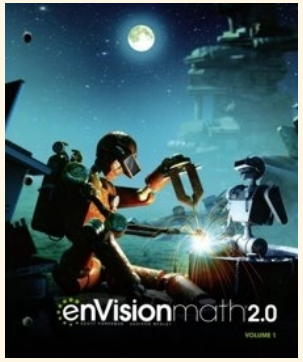
Scope and Sequence

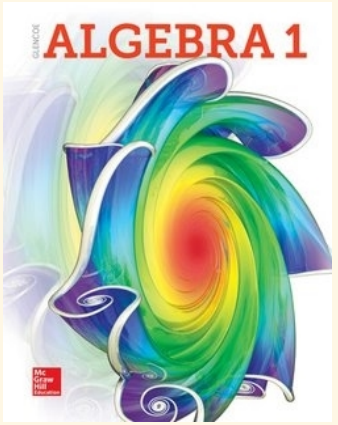
2nd grade

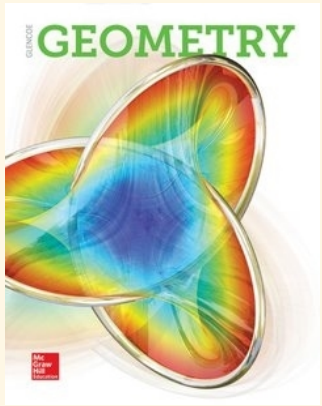
3rd Quarter			Location in Everyday Math	
Benchmark Expectations				
Standard	Unit 5	Unit 6	Focus	Practic...
2.OA.A.1	Add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, e.g. by using drawings or equations to represent the problem.	Add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, e.g. by using drawings or equations to represent the problem.	5-7, 5-8, 5-9, 5-10, 6-2, 6-3, 6-4, 6-5, 6-9	5-1, 5-6, 5... 5-8, 5-9... 5-10, 6-1... 6-2, 6-3, 6... 6-5, 6-7, 6... 6-9, 6-10
2.OA.B.2	Know doubles and combinations-of-ten facts, and apply strategies to solve all addition and subtraction facts.		5-1, 5-9	5-1, 5-2, 5... 5-4, 5-5, 5...

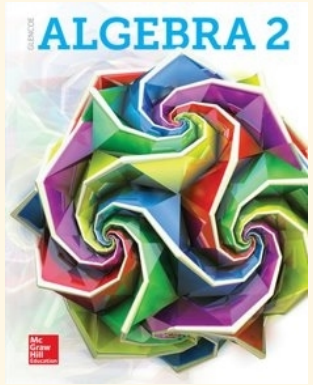
Secondary Math: Scope and Sequence

AZ Math Standards









2022-2023 Secondary Math Curriculum Committee

High School	Middle School	Office of Learning and Instruction
Ronnie Lise: AHS	Sarah Lortie: AMS	Karyn Frantziskonis: CISS
Nina Godlewski: CDO	Shelley Quevedo: Coronado	Katie Wray: CISS
Doug Kautz: IRHS	Leah Falcon: Cross	Polly Kimminau: Coordinator
	Teresa Fritton: Wilson	
	Christina Michaels: La Cima	

Secondary Curriculum Committee Timeline

November 2, 2022	Determined the Priority Standards
November, 22, 2022	Began working on the Scope and Sequence tables
February 1, 2023	Finished the Scope and Sequence tables and began working on the Proficiency Scales
March 29, 2023	Finished the Proficiency Scales

Scope and Sequence: A Pathway to Learning for Math - Algebra 1

Topic/Unit	Suggested Time Frame:	
Chapter 5: Linear Inequalities	Quarter # 2	

Priority Cluster and Standard(s):	Supporting Standards:
A1.A-CED.A Create equations that describe numbers or relationships. • **A1.A-CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). **A1.A-REI.B** Solve equations and inequalities in one variable. • **A1.A-REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	**A1.A-REI.D** Represent and solve equations and inequalities graphically. • **A1.A-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-planes.

Essential Question(s):

How are symbols useful in mathematics?
What mathematical symbols do you know?
Why is it important to understand what the symbols in a mathematical sentence represent?
How are symbols used to write expressions, equations, and inequalities?

How are graphs helpful when solving inequalities in two variables?

Key Concept(s):

I can...

Minimally Proficient

- Solve linear inequalities by using addition. ***MP***
- Solve linear inequalities by using subtraction. ***MP***
- Use algebra tiles to model and solve inequalities. ***MP***
- Solve linear inequalities by using multiplication. ***MP***
- Solve linear inequalities by using division. ***MP***
- Graph linear inequalities on the coordinate plane. ***MP***
- Solve inequalities by graphing. ***MP***

Partially Proficient

- Solve linear inequalities involving more than one operation. ***PP***
- Solve linear inequalities involving the Distributive Property. ***PP***
- Solve and graph absolute value inequalities (< and >) ***PP***

Proficient

- Solve compound inequalities containing the word and, and graph their solution set. ***P***
- Solve compound inequalities containing the word or, and graph their solution set. ***P***
- Use a graphing calculator to investigate the graphs of inequalities. ***P***

Highly Proficient

Key Vocabulary:

- boundary
- closed half-plane
- compound inequality
- half-plane
- inequality
- intersection
- open half-plane
- union

Proficiency Scale

Chapter 5- Linear Inequalities

Priority Cluster/State Standard

A1.A-CED.A Create equations that describe numbers or relationships.

- **A1.A-CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.A-REI.B Solve equations and inequalities in one variable.

- **A1.A-REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Standard	No Attempt Made 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.A-CED.A.1		**Choose** a representation that models a **linear** relationship between quantities.	**Choose a representation** that models a linear or an **exponential** relationship between quantities.	**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.	**Create mathematical representations** that model relationships between quantities **relating multiple grade-level concepts** and when prompted **use the representation** to make further decisions about mathematical and real-world problems.

Amphitheater Public Schools
Middle School Acceleration Math Flowchart

Math Flowchart to determine student placement in an **ABOVE GRADE LEVEL** course.

	"Foundational Skills for Algebra Success" (6th grade standards)	"Principles and Proportional Reasoning in Algebra" (7th grade standards)	"Introduction to Algebra 1" (8th grade standards)	"Algebra 1" (9th grade standards)	"Geometry" (10th grade standards)
Required	Demonstration of 5th grade math proficiency using the ***Everyday Math 4.0*** end of course assessment. (score of 80% or higher)	Demonstration of 6th grade math proficiency using the ***enVision math 2.0*** end of course assessment. (score of 80% or higher)	Demonstration of 7th grade math proficiency using the ***enVision math 2.0*** end of course assessment. (score of 80% or higher)	Demonstration of 8th grade math proficiency using the ***enVision math 2.0*** end of course assessment. (score of 80% or higher)	Demonstration of Algebra 1 proficiency using the ***Glencoe Algebra 1*** end of course assessment. (score of 80% or higher)
Choose One	AASA level: **Proficient** ***or*** NWEA MAP score of **≥233 (MAP 2-5)** or a score of **≥223 (MAP 6+)**.	AASA level: **Proficient** ***or*** NWEA MAP score of **≥232** or higher (MAP 6+).	AASA level: **Proficient** ***or*** NWEA MAP score of **≥244** or higher (MAP 6+).	AASA level: **Proficient** ***or*** NWEA MAP score of **≥250** or higher (MAP 6+).	AASA level: **Proficient** ***or*** NWEA MAP score of **≥250** or higher (MAP 6+).
Additional Support (If necessary)	Teacher Recommendation 6th grade ALEKS: 90% mastery	Teacher Recommendation 7th grade ALEKS: 90% mastery	Teacher Recommendation 8th grade ALEKS: 90% mastery	Teacher Recommendation Algebra 1 ALEKS: 90% mastery	Teacher Recommendation Geometry ALEKS: 90% mastery

Example: A 5th grader ***advancing*** to "Principles and Proportional Reasoning in Algebra" (7th grade standards) must follow the criteria outlined within the "Principles and Proportional Reasoning in Algebra" column.

Middle School Math Placement Resources

Middle School Math Acceleration Recommendation:

Provides parents with the data necessary to support acceleration

Indicators:

1. Grade Level Course Assessment: _____
2. AASA Level: _____
3. NWEA MAP score: _____
4. ALEKS Course Mastery: _____

Middle School Math Teacher Recommendation:

Focuses on Characteristics of the Portrait of a Graduate

293

Student demonstrates the following characteristics of the *Portrait of a Graduate*.
(Check all that apply)

- ☐ Academic Content
- ☐ Collaboration
- ☐ Critical Thinking
- ☐ Caring
- ☐ Communication
- ☐ Problem-Solving
- ☐ Citizenship
- ☐ Creative Thinking

Questions?

Science and STEM Curriculum and Instruction

Pam Vandivort
Science/STEM Coordinator

Elementary Science Tier 1 Curriculum Support

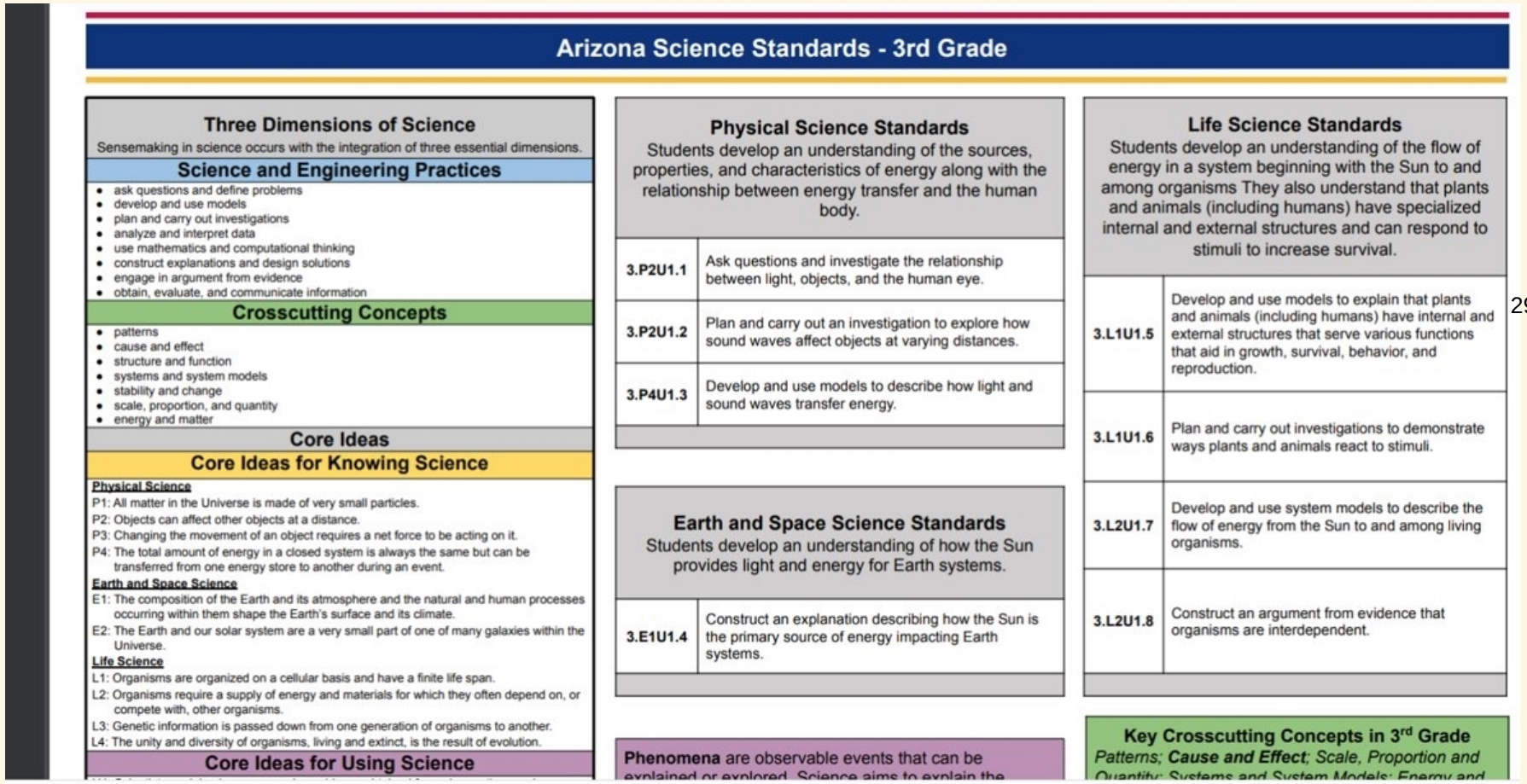
For ALL elementary schools:

- Whole-staff training (1 hr for PP; 3+ hrs for EiE) -updating as needed
- Expectations of at least 5 PP +1 EiE per year to cover all standards
- Clean, organize, practice using Maker Spaces
- Workshops to synch ELA, SS + Science Units

Ex. 5th Grade ELA starts with ‘Inventors’ so students study motions and forces via the history of air flight and automobiles during the Industrialization period of the USA

AMPHITHEATER Public Schools

Elementary Science Standards



Arizona Science Standards - 3rd Grade

Three Dimensions of Science

Sensemaking in science occurs with the integration of three essential dimensions.

Science and Engineering Practices

- ask questions and define problems
- develop and use models
- plan and carry out investigations
- analyze and interpret data
- use mathematics and computational thinking
- construct explanations and design solutions
- engage in argument from evidence
- obtain, evaluate, and communicate information

Crosscutting Concepts

- patterns
- cause and effect
- structure and function
- systems and system models
- stability and change
- scale, proportion, and quantity
- energy and matter

Core Ideas

Core Ideas for Knowing Science

Physical Science

P1: All matter in the Universe is made of very small particles.
P2: Objects can affect other objects at a distance.
P3: Changing the movement of an object requires a net force to be acting on it.
P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Earth and Space Science

E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

Life Science

L1: Organisms are organized on a cellular basis and have a finite life span.
L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
L3: Genetic information is passed down from one generation of organisms to another.
L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

Core Ideas for Using Science

Physical Science Standards

Students develop an understanding of the sources, properties, and characteristics of energy along with the relationship between energy transfer and the human body.

3.P2U1.1	Ask questions and investigate the relationship between light, objects, and the human eye.
3.P2U1.2	Plan and carry out an investigation to explore how sound waves affect objects at varying distances.
3.P4U1.3	Develop and use models to describe how light and sound waves transfer energy.

Earth and Space Science Standards

Students develop an understanding of how the Sun provides light and energy for Earth systems.

3.E1U1.4	Construct an explanation describing how the Sun is the primary source of energy impacting Earth systems.

Phenomena are observable events that can be explained or explored. Science aims to explain the

Life Science Standards

Students develop an understanding of the flow of energy in a system beginning with the Sun to and among organisms They also understand that plants and animals (including humans) have specialized internal and external structures and can respond to stimuli to increase survival.

3.L1U1.5	Develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction.
3.L1U1.6	Plan and carry out investigations to demonstrate ways plants and animals react to stimuli.
3.L2U1.7	Develop and use system models to describe the flow of energy from the Sun to and among living organisms.
3.L2U1.8	Construct an argument from evidence that organisms are interdependent.

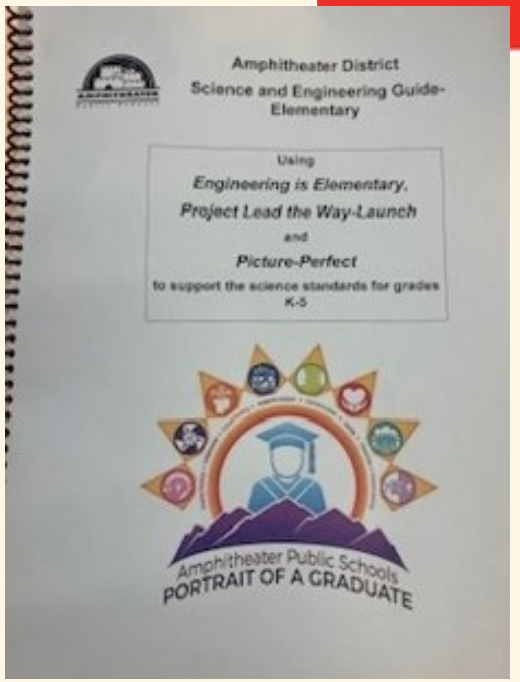
Key Crosscutting Concepts in 3rd Grade

*Patterns; **Cause and Effect**; Scale, Proportion and Quantity; Systems and System Models; Energy and*

Elementary Science Curriculum

Shorter (1-2 weeks)

EiE Engineering is Elementary®



Longer Units (3-4 wks)

2 School Close-Ups: Keeling and Painted Sky

School	Keeling	Painted Sky
Plan of Action 22-23	Tier 1 Curriculum with fidelity Use the Maker Space and/or outdoor areas *All teachers and students attend at least 1 min-STEM challenge tutorial *All teachers conduct one class science project to be entered into SARSEF *All teachers increase their use of graphs, tables and other graphic organizers into daily practices *All teachers post CERs, and other EOLs for whole-school interaction	*All teachers trained and confident with Tier 1 curriculum *All teachers use the Maker Space and/or outdoor areas *Encourage the increased use of graphs, tables, etc. into daily practices
Results	AZSci increased from 4% to 16%; SARSEF Top Elementary School	Amphi's Top Elemenary AZSci Score

2023-2024

- Include Pre-K
- Pilot plan to increase attendance
- Whole-School STEAM pilot projects
- Maker Spaces functional/in use in all schools
- Whole-staff training/refresher sessions of Tier 1 curriculum where needed
- Ongoing SARSEF and SLL support
- Ongoing encouragement to incorporate graphs, tables, data imagery in every way possible

Middle School Science Standards

Arizona Science Standards - 8th Grade

Three Dimensions of Science

Sensemaking in science occurs with the integration of three essential dimensions.

Science and Engineering Practices

- ask questions and define problems
- develop and use models
- plan and carry out investigations
- analyze and interpret data
- use mathematics and computational thinking
- construct explanations and design solutions
- engage in argument from evidence
- obtain, evaluate, and communicate information

Crosscutting Concepts

- patterns
- cause and effect
- structure and function
- systems and system models
- stability and change
- scale, proportion, and quantity
- energy and matter

Core Ideas

Core Ideas for Knowing Science

Physical Science

P1: All matter in the Universe is made of very small particles.

P2: Objects can affect other objects at a distance.

P3: Changing the movement of an object requires a net force to be acting on it.

P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Earth and Space Science

E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

Life Science

L1: Organisms are organized on a cellular basis and have a finite life span.

L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

L3: Genetic information is passed down from one generation of organisms to another.

L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

Core Ideas for Using Science

Physical Science Standards

Students apply stability and change to explore chemical properties of matter and chemical reactions to further understand energy and matter.

8.P1U1.1	Develop and use a model to demonstrate that atoms and molecules can be combined or rearranged in chemical reactions to form new compounds with the total number of each type of atom conserved.
8.P1U1.2	Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.
8.P4U1.3	Construct an explanation on how energy can be transferred from one energy store to another.
8.P4U1.4	Develop and use mathematical models to explain wave characteristics and interactions.
8.P4U2.5	Develop a solution to increase efficiency when transferring energy from one source to another.

Earth and Space Science Standards

Students explore natural and human-induced cause-and-effect changes in Earth systems over time.

8.E1U1.6	Analyze and interpret data about the Earth's geological column to communicate relative ages of rock layers and fossils.
8.E1U3.7	Obtain, evaluate, and communicate information about data and historical patterns to predict natural hazards and other geological events.

Life Science Standards

Students develop an understanding of patterns and how genetic information is passed from generation to generation. They also develop the understanding of how traits within populations change over time.

8.L3U1.9	Construct an explanation of how genetic variations occur in offspring through the inheritance of traits or through mutations.
8.L3U3.10	Communicate how advancements in technology have furthered the field of genetic research and use evidence to support an argument about the positive and negative effects of genetic research on human lives.
8.L4U1.11	Develop and use a model to explain how natural selection may lead to increases and decreases of specific traits in populations over time.
8.L4U1.12	Gather and communicate evidence on how the process of natural selection provides an explanation of how new species can evolve.

Key Crosscutting Concepts in 8th Grade

*Patterns; **Cause and Effect**; Scale, Proportion and Quantity; Systems and System Models; **Energy and Matter**; Structure and Function; **Stability and Change***

Phenomena are observable events that can be explained or explored. Science aims to explain the

Amphitheater Public Schools
PORTRAIT OF A GRADUATE

Middle School Deeper Dive Units...

Summer 2018: ASTA all-call for Deeper Dive Curriculum Guide Writing Committees

The Goal: Construct a total of 9 3D, Phenomena-driven, hands-on Curriculum guides; Life, Physical and Earth sciences for 6th, 7th & 8th for all MS teachers in AZ to have access

Team Amphi among the total of 9 teams selected

Lauren Marlatt, Coronado

Kyle Sutton, Wilson (currently at CDO)

Leslie Ferre, La Cima (currently in TUSD)

Pam Vandivort, Team Lead

Team Amphi was assigned the 7th grade Earth and Space Unit

Middle School Deeper Dive…

2018-2019 School Year: 3 day (Fri-Sun) in-person trainings at ADE in PHX every 6 weeks
Summer & Fall 2019: Team Amphi's Unit Guide is completed and published, but…

Fall 2020: Team Amphi completes last of the 9 Units and begins administering district-wide "Check Points" to identify strengths and opportunities for improvement within the new guide

2021-2022: All teachers provide ongoing feedback

2022-2023: Dept Heads collaborate to refine scope & sequences resources

Summer 2023: Teachers met for 3 day workshop to study the Curriculum Guides , compare AZSci data to each Unit and made adjustments for increased comprehension/scoring

Summer 2023: Team Amphi invited by ASTA

Our Goal: We do not want students to be answering questions that they have not asked/do not care about!

7th Grade Earth and Space

7.E1U1.5 Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, (and geosphere).

2022-2023 Middle School Science Curriculum Committee

Middle School Dept. Heads	Office of Learning and Instruction
Kellie Higgins: AMS	Robbin Arthurs: CISS
Lauren Marlatt: Coronado K-8	Pam Vandivort: Coordinator
Ethnee Taylor: Cross	
Jennifer Dresher: La Cima	
Patty Howland: Wilson K-8	

Middle School Scope and Sequence

Unit Name: Whales Used to Walk
Guiding Question: How do genetic variations occur?
Instructional Sequence 1:

What science and/or engineering content will be developed during this learning sequence? **Note:** This information comes from Tool 1	**Science and Engineering Practices**	**Core Ideas of Knowing Science**	**Crosscutting Concepts and Connections to Using Science**
	Constructing Explanations, Communicating and Gathering Evidence to Support an Argument • *Apply scientific knowledge and evidence to explain real-word phenomena, examples or events* • *Communicate scientific information and/or technical information in different formats (e.g. verbally, graphically, textually and mathematically)*	Genetic variations occur in offspring through the inheritance of traits or through mutations; Advancements in technology have furthered the field of genetic research which have had positive and negative effects on human lives • *Genes are located in the chromosomes of cells. Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes inherited or from mutations; Some changes are beneficial, others harmful, and some neutral*	Cause and Effect • *Cause and effect relationships may be used to predict phenomena designed sy* Stability and Chan • *Small chan part of a sys cause large another par*
What connections will be made? **Note:** This information comes from Tool 1	**Connect to Prior Knowledge 7th Grade L1/Cells are the basic structural and functional unit of all living thin** • *Cells divide to replace aging cells and to make more cells in growth and reproduction.* **Connect to Prior Knowledge 7th Grade L1/Cells, tissues and organ systems maintain life.** • *Some cells in multicellular organisms are specialized.*		
Standards **Note:** This information comes from Tool 1	**8.L3U1.9** *Construct an explanation of how genetic variations occur in offspring through the inheritance of traits or thro mutations.* **8.L3U3.10** *Communicate how advancements in technology have furthered the field of genetic research and use evidenc an argument about the positive and negative effects of genetic research on human lives.*		

HO 3-7

Unit 2/Physical Science:

Learning Sequence : 1

Arizona State Science Standard(s) (AzSS):

8.P1U1.2: Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.

8.P1U1.1: Develop and use a model to demonstrate that atoms and molecules can be combined or rearranged in chemical reactions to form new compounds with the total number of each type of atom conserved.

Big Idea: Substances can be identified using properties and all matter is conserved.

Guiding Question: How are physical and chemical characteristics contributing to the phenomenon of Lake Natron in Tanzania?

Competency:

Phenomenon: Lake Natron's characteristics

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Middle School Science Proficiency Scales

Proficiency Scale	
Priority Standard: **6.P1U1.1** Analyze and interpret data to show that changes in states of matter are caused by different rates of movement of atoms in solids, liquids, and gasses (Kinetic Theory).	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I understand that some matter changes states (solid, liquid, gas), but do not know why this happens.
Partially Proficient **2**	I understand that matter changes states (solid, liquid, gas), but cannot fully explain why this happens.
Proficient **3**	I can use data to explain that the movement of atoms causes matter to change states (solid, liquid, gas).
Highly Proficient **4**	I can use data to explain that the movement of atoms causes matter to change states (solid, liquid, gas) and support my explanation using multiple real-world examples, models, and/or scientific vocabulary.

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2023-2024 Middle School Science Goals

Ongoing collaboration and support

Training and supporting new teachers

Renaming Unit files and posting to Share Point

Our guide is a living document that will require periodic updating as science and technology evolves

Keep a close watch on Standards, as the explanatory language has changed in some areas

2023-2024: Development of proficiency benchmark performance assessments that are modeled after the AzSCI format

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High School Science

Biology, **Chemistry**, **Physics**

AzSci (Grade 11):

¼ Biology; ¼ Chemistry; ¼ Physics; ¼ Earth & Space Science

Amphi's plan: Incorporate Earth & Space standards into Biology, Chemistry and Physics (Leadership team makes suggestions, receives feedback from entire team, adjust according to collaborative results)

2022-2023 High School Science Curriculum Committee

High School Dept. Heads	Office of Learning and Instruction
Matt Haverty: AHS	Valerie Wirth: CISS
Jill Christman: CDO	Pam Vandivort: Coordinator
Paul DesJarlais: IRHS	

High School Science

Earth and Space Standards into Biology

Topic/Unit: Ecology and Energy	Suggested Time Frame:
Overarching topic: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.	Quarter #days to complete
Priority Clusters and Standards	**Supporting Standards:**
HS.L2U1.19 Develop and use models that show how changes in the transfer of matter and energy within an ecosystem and interactions between species may affect organisms and their environment. **HS.L2U1.21** Obtain, evaluate, and communicate data showing the relationship of photosynthesis and cellular respiration; flow of energy and cycling of matter. **HS.L2U1.21** Obtain, evaluate, and communicate data showing the relationship of photosynthesis and cellular respiration; flow of energy and cycling of matter. **HS. E1.U1.11** Analyze and interpret data to determine how energy from the Sun affects weather patterns and climate **HS. E1.U3.14** Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other.	**HS+B.L2U1.3** Use mathematics and computational thinking to support claims for the cycling of matter and flow of energy through trophic levels in an ecosystem. **HS+B.L2U1.8** Develop and use models to develop a scientific explanation that illustrates how photosynthesis transforms light energy into stored chemical energy and how cellular respiration breaks down macromolecules for use in metabolic processes. **HS+B.L2U1.1** Develop a model showing the relationship between limiting factors and carrying capacity, and use the model to make predictions on how environmental changes impact biodiversity **HS+B.L4U1.2** Engage in argument from evidence that changes in environmental conditions or human interventions may change species diversity in an ecosystem **HS+E.E1U1.1** Construct an explanation based on evidence for how the Sun's energy transfers between Earth's systems

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High School Science

Earth and Space Standards into Chemistry

Overarching topic: The Universe is made up of matter.	Semester 1
Priority Clusters and Standards:	**Supporting Standards:**
HS.P1U1.1 Develop and use models to explain the relationship of the structure of atoms to patterns and properties observed within the Periodic Table and describe how these models are revised with new evidence. **HS. E1.U3.14** Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other. **HS.P1U3.4** Obtain, evaluate, and communicate information about how the use of chemistry related technologies have had positive and negative ethical, social, economic, and/or political implications. **HS.P4U1.8** Engage in argument from evidence that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings. **HS. E1.U3.14** Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how	**HS+C.P1U1.1** Develop and use models to demonstrate how changes in the number of subatomic particles (protons, neutrons,electrons) affect the identity, stability, and properties of the element. **HS+C.P1U1.2** Obtain, evaluate, and communicate the qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation. **HS+C.P1U3.8** Engage in argument from evidence regarding the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.

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High School Science

Earth and Space Standards into Physics

Topic/Unit:- Energy Use	Suggested Time Frame:
Overarching topic: Use of Energy	**Semester 2**
Priority Clusters and Standards:	**Supporting Standards:**
HS.P4U1.8 Engage in argument from evidence that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings. **HS.P4U3.9** Engage in argument from evidence regarding the ethical, social, economic, and/or political benefits and liabilities of energy usage and transfer. **HS.E1U1.12** Develop and use models of the Earth that explains the role of energy and matter in Earth's constantly changing internal and external systems (geosphere, hydrosphere, atmosphere, biosphere).	**HS+Phy.P4U1.6** Analyze and interpret data to quantitatively describe changes in energy within a system and/or energy flows in and out of a system. **HS+Phy.P4U2.7** Design, evaluate, and refine a device that works within given constraints to transfer energy within a system. **HS+Phy.P4U1.8** Use mathematics and computational thinking to explain the relationships between power, current, voltage, and resistance.

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High School Science Proficiency Scales

Proficiency Scale	
HS+Phy.P3U1.4 Engage in argument from evidence regarding the claim that the total momentum of a system is conserved when there is no net force on the system.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	Students can follow an argument from evidence regarding the claim that the total momentum of a system is conserved when there is no net force on the system.
Partially Proficient **2**	Students will identify evidence regarding the claim that the total momentum of a system is conserved when there is no net force on the system.
Proficient **3**	Students will engage in argument from evidence regarding the claim that the total momentum of a system is conserved when there is no net force on the system.
Highly Proficient **4**	In addition to Proficient 3, the student demonstrates in depth inferences and applications that go beyond what was taught.

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2023-2024 High School Science Goals

- Collaborative work to establish resource materials to support each standard
- Collaborative work to create District performance assessments
- Monitor and adjust ES inclusion standards as AzSCI scores indicate

Questions?

AzCCRS Legend:	Major Cluster	Supporting Cluster

2nd grade

3rd Quarter

Mastery Standards

Unit 5	Unit 6
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
	2.NBT.A.1a Understand that 100 can be thought of as a bundle of ten tens - called a "hundred".
	2.NBT.A.1b Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names , and expanded form. Read and write numbers to at least 600 using base-10 numerals. Read and write numbers to 20 using number names. Read and write numbers in expanded form to 99 without manipulatives. Read and write numbers in expanded form to 999 using base-10 blocks.
	2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

AzCCRS Legend: Major Cluster Supporting Cluster

2nd grade

3rd Quarter				Location in Everyday Math	
Benchmark Expectations					
Cluster	**Standard**	Unit 5	Unit 6	**Focus**	**Practice**
Operations and Algebraic Thinking	2.OA.A.1	Add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, e.g. by using drawings or equations to represent the problem.	Add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, e.g. by using drawings or equations to represent the problem.	5-7, 5-8, 5-9, 5-10, 6-2, 6-3, 6-4, 6-5, 6-9	5-1, 5-6, 5-7, 5-8, 5-9, 5-10, 6-1, 6-2, 6-3, 6-4, 6-5, 6-7, 6-8, 6-9, 6-10
	2.OA.B.2	Know doubles and combinations-of-ten facts, and apply strategies to solve all addition and subtraction facts.		5-1, 5-9	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-9, 6-2, 6-7, 6-8, 6-10
	2.OA.C.3				

	2.OA.C.4			5-5, 6-10	6-10
Number and Operations in Base Ten	2.NBT.A.1		Mastery	6-7, 6-8	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 6-2, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9, 6-10
	2.NBT.A.1a		Mastery		6-6, 6-9, 6-11
	2.NBT.A.1 b		Mastery		5-5, 5-7, 6-2, 6-6, 6-9
	2.NBT.A.2	Mastery		5-2, 5-3, 5-4, 5-6, 5-10, 6-1, 6-10	5-1, 5-3, 5-4, 5-9, 5-11, 6-1, 6-10
	2.NBT.A.3		Mastery	6-4, 6-8	5-1, 5-2, 5-3, 5-4, 5-6, 5-8, 5-10, 6-2, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9, 6-10
	2.NBT.A.4			6-4	5-1, 5-2, 5-3, 5-4, 5-5, 5-7,

					5-10, 6-2, 6-4
	2.NBT.B.5	Add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with or without tools.	Add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with or without tools.	5-3, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9	5-3, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9, 6-10
	2.NBT.B.6	Represent whole number lengths and sums within 100 on a number line diagram.			6-1, 6-7

	2.NBT.B.7		Add and subtract within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; understand that in adding or subtracting digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; understand that sometimes it is necessary to compose and decompose the hundreds.	5-3, 5-4, 5-6, 5-7, 5-8, 5-9, 5-10, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9	5-3, 5-4, 5-6, 5-7, 5-8, 5-9 5-10, 5-11, 6-1, 6-2, 6-3, 6-4, 6-5, 6-7, 6-8, 6-9
	2.NBT.B.8		Mastery	5-6, 5-7	5-1, 5-6, 5-8, 5-9, 5-11, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-8, 6-9, 6-10
	2.NBT.B.9		Explain why addition and subtraction strategies work using place value.	5-6, 5-11, 6-6, 6-7, 6-8	5-11, 6-6

Measurement and Data	2.MD.A.1		Measure the length of an object by selecting and using appropriate tools to measure inches and centimeters.	6-10	5-1, 5-2, 5-3, 5-4, 5-6, 5-8, 5-10, 6-1, 6-3
	2.MD.A.2		Measure the length of an object twice, using inches and centimeters for the two measurements and describe how the two measurements relate to the size of the unit.	6-4	5-3
	2.MD.A.3				
	2.MD.A.4		Measure to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap in inches and centimeters.	6-10	
	2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit. (Not an Everyday Math Benchmark Expectation)		6-2, 6-3, 6-4	6-2, 6-3, 6-4, 6-5, 6-7, 6-8, 6-10

	2.MD.B.6	Represent whole numbers as lengths from 0 on a number line. Represent sums within 100 on a number line.	Represent whole number lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,… and sums within 100 on a number line diagram.	5-7, 6-1	5-2, 5-7, 6-1, 6-3, 6-4, 6-5, 6-8, 6-10
	2.MD.C.7		Draw events that typically occur in the A.M. and P.M. hours.	5-5	5-2, 5-4, 5-5, 5-6, 5-10, 6-1, 6-3
	2.MD.C.8	Solve word problems involving quarters, dimes, nickels, and pennies to show exact change up to $; use "cent" symbol appropriately.		5-2, 5-3, 5-4, 5-11	5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-9, 5-10, 5-11, 6-1, 6-3, 6-8
	2.MD.D.9		Generate measurements by measuring lengths of objects to the nearest inch, centimeter, or foot.		
	2.MD.D.10		Draw a picture graph to represent data from a tally chart.	6-1	5-8, 6-1, 6-4, 6-5, 6-7, 6-8, 6-10
Geometry	2.G.A.1		Draw 3-, 4-, 5-, and 6-sided shapes; sort shapes and identify common attributes.	5-5, 6-10	6-6, 6-9

	2.G.A.2		Use the same sized square tiles to partition a rectangle into rows and columns and count to find the total number of them.		
	2.G.A.3		Partition shapes into two equal parts and describe the shapes using the words halves, and half of.		

AzCCRS Legend: Major Cluster Supporting Cluster

2nd grade

3rd Quarter

Spiraling Focus Standards

Unit 5	Unit 6
By the end of the unit, expect students to...	By the end of the unit, expect students to...
2.OA.A.1 …add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart: by using drawings to represent the problem.	2.OA.A.1 …add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart: by using drawings to represent the problem.
2.OA.B.2 …know doubles and combinations of 10 and apply strategies to solve all addition and subtraction facts.	2.NBT.B.5 …add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with or without tools.
2.NBT.A.2 …count by 1s within 1000 and skip count by 5s, 10s, and 100s.	2.NBT.B.7 …add and subtract numbers at least within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Expect children to understand that in adding 3-digit numbers, one adds hundreds and hundreds, tens and tens and ones and ones.; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.B.5 …add and subtract within 100 using strategies based on place value and properties of operations with or without tools.	2.MD.B.5 …use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings.
2.NBT.B.8 …mentally add or subtract 10 from any 2- or 3-digit number.	2.MD.B.6 …represent whole number lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, … and sums within 100 on a number line diagram.
2.MD.B.6 …represent whole number lengths and sums within 100 on a number line diagram.	2.MD.D.10 …draw a picture graph using a tally chart.
2.MD.C.8 …solve problems involving quarters, dimes, nickels, and pennies to show exact change up to $1.00.	

AzCCRS Legend: Major Cluster Supporting Cluster

2nd Grade

3rd Quarter

Ongoing Assessment (Assessment Check-In)

Unit 5		Unit 6	
Lesson	Standard(s)	Lesson	Standard(s)
1	2.OA.B.2	1	2.NBT.A.2, 2.MD.D.10 (supporting cluster)
2	2.NBT.A.2, 2.MD.C.8 (supporting cluster)	2	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7, 2.MD.B.5
3	2.NBT.A.2, 2.NBT.B.7, 2.MD.C.8 (supporting cluster)	3	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7
4	2.MD.C.8	4	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7, 2.MD.B.5
5	Exploration (no Assessment Check-In)	5	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7
6	2.NBT.B.5, 2.NBT.B.8	6	2.NBT.B.5
7	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.8	7	2.NBT.A.1, 2.NBT.B.5, 2.NBT.B.7
8	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7	8	2.NBT.B.5, 2.NBT.B.7
9	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7	9	2.NBT.B.7 (Open Response and Re-Engagement)
10	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7	10	Exploration (no Assessment Check-In)
11	2.NBT.B.5 (Open Response and Re-Engagement)	11	Progress Check
12	Progress Check		

2nd Grade Report Card

Math	MP1	MP2	MP3	MP4
2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.				
2.OA.B.2: Fluently add and subtract within 20.				
2.NBT.A.2: Count within 1000; skip count by 5's, 10's, and 100's.				
2.NBT.A.3: Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.				
2.NBT.A.4: Compare two three-digit numbers using >, <, and =.				
2.NBT.B.5: Fluently add and subtract within 100 using strategies.				
2.NBT.B.8: Mentally add and subtract 10 or 100 to a given number in the range of 100 and 900.				
2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				
2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				
2.MD.C.8: Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies.				
2.MD.D.10: Draw a picture graph and a bar graph and solve simple put-together, take-apart, and compare problems using information presented in the graph.				
2.G.A.1: Identify and describe attributes of two-dimensional and three-dimensional shapes.				
2.G.A.3: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, fourths, half of, third of, etc.				

KEY

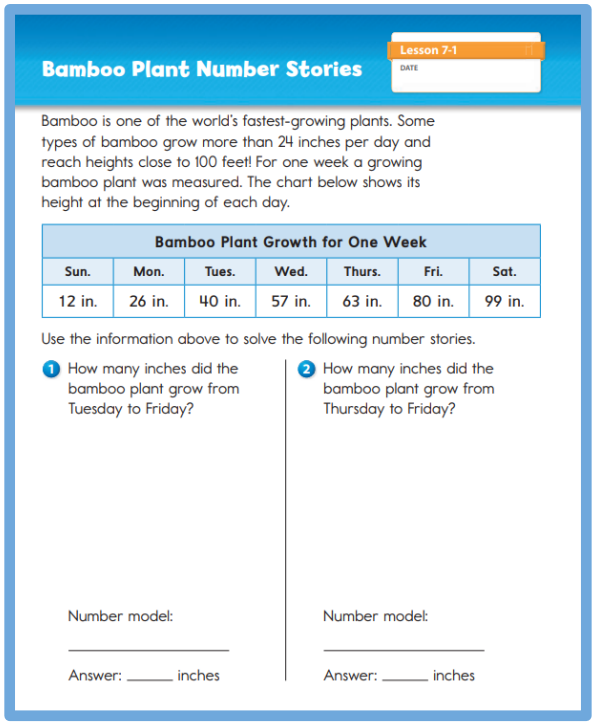
- ▢ Everyday Math **Benchmark Expectations** by Quarter
- ▢ **Major Cluster** of Arizona State Standards
- ▢ **Supporting Cluster** of Arizona State Standards
- ▢ **Advanced skill** for Level 4 taken from next grade level
- ▢ **No Benchmark Expectation** at this point/**No Grade**

2.OA.A: Represent and solve problems involving addition and subtraction.

2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.		**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.	Uses **addition and subtraction within 1000** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.
3 Proficient			**Adds <u>and subtracts</u> within 100** to solve **<u>one-step</u>** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.
2 Partially Proficient			**Adds and subtracts within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 100** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.
1 Minimally Proficient			**Unable to or inconsistent in adding** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Unable to or inconsistent in adding** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.

Lesson 7-1: Bamboo Plant Nmber Stories



Bamboo Plant Number Stories

Lesson 7-1

DATE

Bamboo is one of the world's fastest-growing plants. Some types of bamboo grow more than 24 inches per day and reach heights close to 100 feet! For one week a growing bamboo plant was measured. The chart below shows its height at the beginning of each day.

Bamboo Plant Growth for One Week

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
12 in.	26 in.	40 in.	57 in.	63 in.	80 in.	99 in.

Use the information above to solve the following number stories.

1. How many inches did the bamboo plant grow from Tuesday to Friday?

Number model:

_____

Answer: _____ inches

2. How many inches did the bamboo plant grow from Thursday to Friday?

Number model:

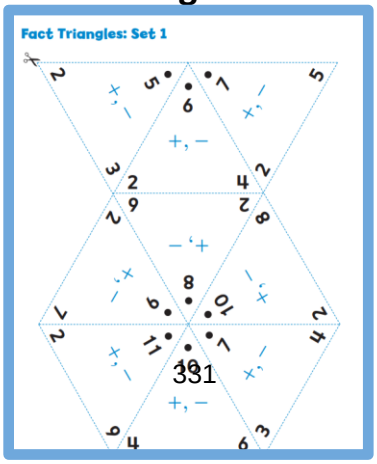
_____

Answer: _____ inches

2.OA.B: Add and subtract within 20.				
2.OA.B.2: *Fluently add and subtract within 20.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Fluently adds and subtracts within 20.** Know, **from memory, all sums of two one-digit numbers.**	**Fluently adds and subtracts within 20.** Know, **from memory, all sums of two one-digit numbers.**	**Fluently adds and subtracts within 20.** Know, **from memory, all sums of two one-digit numbers.**	**Fluently** adds and subtracts within 100.
3 Proficient	**Knows doubles and combinations-of-10** addition facts.	**Knows doubles and combinations-of-10 facts** and applies strategies to solve all **addition facts**, as well as knows +/-0 and +/-1 facts.	**Knows doubles and combinations-of-10 facts** and applies strategies to solve all **addition and subtraction facts.**	**Fluently adds and subtracts within 20.** Know, **from memory, all sums of two one-digit numbers.**
2 Partially Proficient	**Inconsistent** in knowing doubles facts and combinations-of-10 addition facts.	**Knows doubles and combinations-of-10** addition facts.	**Knows doubles and combinations-of-10 facts** and applies strategies to solve all **addition facts**, as well as knowing +/-0 and +/-1 facts.	**Knows doubles and combinations-of-10 facts** and applies strategies to solve all **addition and subtraction facts.**
1 Minimally Proficient	**Unable to recall** doubles and combinations-of-10 addition facts.	**Unable to recall or inconsistent** in knowing doubles and combinations-of-10 addition facts.	**Unable to recall or inconsistent** in knowing doubles and combinations-of-10 addition facts.	**Unable to recall or inconsistent** in knowing doubles and combinations-of-10 facts and applies strategies to solve all **addition facts**, as well as knowing +/-0 and +/-1 facts.

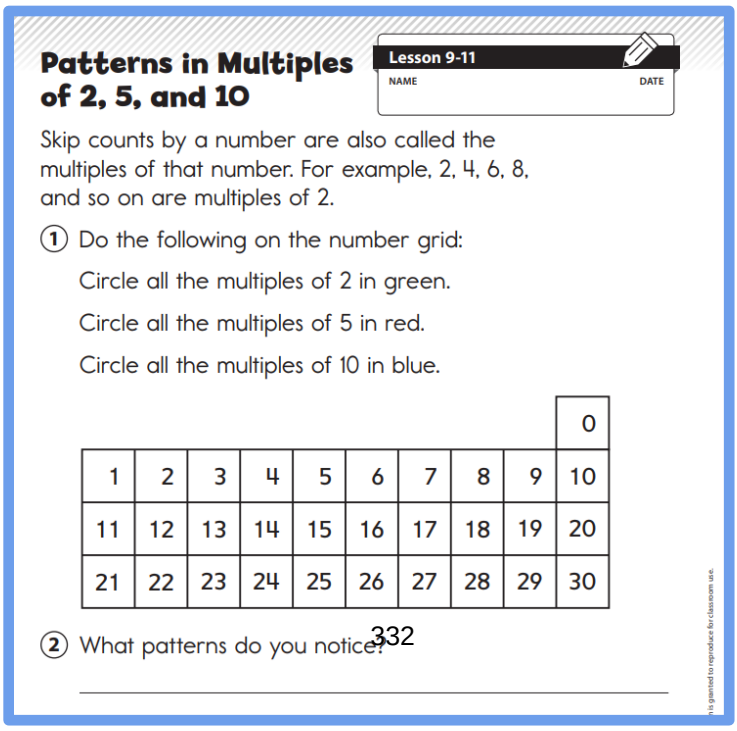
***Math fact fluency** is the ability to quickly recall addition, subtraction, multiplication, and division math facts through conceptual learning, fact strategies, and memorization. The four key components to determine mastery are 1) flexibility, 2) appropriate strategy use, 3) efficiency, and 4) accuracy.

Lesson 9-2: Practicing with Fact Triangles



2.NBT.A: Understand place value.				
2.NBT.A.2: Count within 1000; skip count by 5's, 10's, and 100's.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Counts within 1000; skip counts by 5's, 10's, and 100's.**	**Counts within 1000; skip counts by 5's, 10's, and 100's.**	**Counts by 2s, 3s, and 4s**. (i.e. 3, 6, 9, …)	**Counts by 2s, 3s, and 4s**. (i.e. 3, 6, 9, …) **and/or** by **6s, 7s, 8s, and 9s**. (i.e. 7, 14, 21, …)
3 Proficient	**Counts by 1s to at least 120; skip counts by 5s** using a calculator. **Skip counts by 10s to at least 200**.	**Counts by 1s within 500; skip counts by 5s and 10s past 200; counts by 100 to 900**.	**Counts within 1000; skip counts by 5's, 10's, and 100's.**	**Counts within 1000; skip counts by 5's, 10's, and 100's.**
2 Partially Proficient	**Inconsistent in counting by 1s to at least 120**; skip counting by 5s using a calculator; and skip counting by 10s to at least 200.	**Counts by 1s to at least 120; skip counts by 5s** using a calculator. **Skip counts by 10s to at least 200**.	**Counts by 1s within 500; skip counts by 5s and 10s past 200; counts by 100 to 900**.	**Inconsistent in counting within 1000**; skip count by 5's, 10's, and 100's.
1 Minimally Proficient	**Unable to count by 1s to at least 120**; skip counting by 5s using a calculator; and skip counting by 10s to at least 200.	**Unable to or inconsistent in counting by 1s to at least 120**; skip counting by 5s using a calculator; and skip counting by 10s to at least 200.	**Unable to or inconsistent in counting by 1s to at least 120; skip counting by 5s** using a calculator; and **skip counting by 10s to at least 200**.	**Unable to or inconsistent in counting by 1s within 500; skip counting by 5s and 10s past 200**; and **counting by 100s to 900**.

Lesson 9-2: Practicing with Fact Triangles



Patterns in Multiples of 2, 5, and 10

Lesson 9-11

NAME DATE

Skip counts by a number are also called the multiples of that number. For example, 2, 4, 6, 8, and so on are multiples of 2.

① Do the following on the number grid:

Circle all the multiples of 2 in green.

Circle all the multiples of 5 in red.

Circle all the multiples of 10 in blue.

									0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

② What patterns do you notice?

2.NBT.A: Understand place value.				
2.NBT.A.3: Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Reads and writes numbers up to 1000** using base-ten numerals, number names, and expanded form.	**Reads and writes numbers up to 1000** using base-ten numerals, number names, and expanded form.	**Reads and writes numbers up to 10,000** using base-ten numerals, number names, and expanded form.	**Reads and writes numbers up to 10,000** using base-ten numerals, number names, and expanded form.
3 Proficient	**Reads and writes numbers to at least 120** and **numbers to 10 using number names**.	**Reads and writes numbers to at least 120** using base-ten numerals and **numbers to 20 using number names**.	**Reads and writes numbers up to 1000** using base-ten numerals, number names, and expanded form.	**Reads and writes numbers up to 1000** using base-ten numerals, number names, and expanded form.
2 Partially Proficient	**Inconsistent in reading and writing numbers to at least 120** and **numbers to 10 using number names**.	**Reads and writes numbers to at least 120 and numbers to 10 using number names.**	**Reads and writes numbers to at least 120 using base-ten numerals and numbers to 20 using number names.**	**Inconsistent in reading and writing numbers up to 1000** using base-ten numerals, number names, and expanded form.
1 Minimally Proficient	**Unable to read and write numbers to at least 120** and **numbers to 10 using number names**.	**Unable to read or write or inconsistent in reading and writing numbers to at least 120** and **numbers to 10 using number names.**	**Unable to read or write or inconsistent in reading and writing to at least 120 and numbers to 10 using number names.**	**Unable to read or write or inconsistent in reading and writing numbers to at least 120 using base-ten numerals and numbers to 20 using number names..**

Lesson 4-7 and 8-3: Playing *Target to 200*

Explain the rules for *Target*.

Directions

1. Shuffle the number cards. Place the deck number-side down.
2. Players take turns. When it is your turn, do the following:
   - Turn over 2 cards. You may either use one card to make a 1-digit number or both cards to make a 2-digit number.
   - Model your number with base-10 blocks. Put these blocks just below your *Target* Game Mat (*Math Masters*, page G20) but not on the mat.
   - You now have two choices:
     Choice 1: Add all of the base-10 blocks below the mat to the blocks already on your *Target* Game Mat.
     Choice 2: Subtract all of the blocks below the mat from the blocks already on your *Target* Game Mat. If you decide to subtract, you may first have to make exchanges on the mat.
3. Players can make exchanges on their *Target* Game Mats at any time.
4. Play continues until the blocks on one player's mat have a value of exactly 50 and show 5 longs. That player is the winner.

Example: Alex was able to reach the target value of 50 in three turns:

Target
Record Sheet

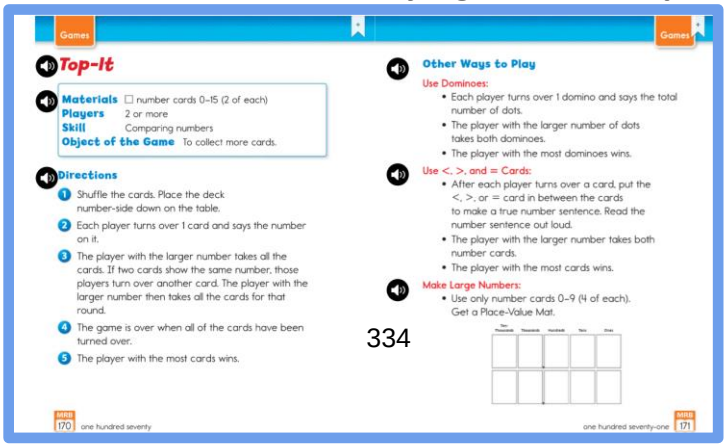
NAME DATE

For each of your turns, record the number you make and the value you show with base-10 blocks on the *Target* Game Mat.

Turn	Number You Made	Value on the *Target* Game Mat
1		
2		
3		
4		
5		
6		

2.NBT.A: Understand place value.				
2.NBT.A.4: Compare two three-digit numbers using >, <, and =.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Compares two three-digit numbers** using >, <, and =.	**Compares two three-digit numbers** using >, <, and =.	**Compares two four-digit numbers** using >, <, and =.	**Compares two four-digit numbers** using >, <, and =.
3 Proficient	**Compares numbers to at least 99** and record comparison using >, <, and =.	**Compares two 3-digit numbers with nonzero digits** based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons.	**Compares two three-digit numbers** using >, <, and =.	**Compares two three-digit numbers** using >, <, and =.
2 Partially Proficient	**Inconsistent in comparing numbers to at least 99** and recording comparisons using >, <, and =.	**Compares numbers to at least 99** and record comparison using >, <, and =.	**Compares two 3-digit numbers with nonzero digits** based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons.	**Inconsistent in comparing two three-digit numbers** using >, <, and =.
1 Minimally Proficient	**Unable to compare numbers to at least 99** and record comparisons using >, <, and =.	**Unable to compare or inconsistent in comparing numbers to at least 99** and recording comparisons using >, <, and =.	**Unable to compare or inconsistent in comparing numbers to at least 99** and record comparison using >, <, and =.	**Unable to compare or inconsistent in comparing two 3-digit numbers with nonzero digits** based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons.

Lesson 4-5 and 9-5: Playing *Number Top-It*


Games

Top-It

Materials ☐ number cards 0–15 (2 of each)
Players 2 or more
Skill Comparing numbers
Object of the Game To collect more cards.

Directions

1. Shuffle the cards. Place the deck number-side down on the table.
2. Each player turns over 1 card and says the number on it.
3. The player with the larger number takes all the cards. If two cards show the same number, those players turn over another card. The player with the larger number then takes all the cards for that round.
4. The game is over when all of the cards have been turned over.
5. The player with the most cards wins.

Other Ways to Play

Use Dominoes:
- Each player turns over 1 domino and says the total number of dots.
- The player with the larger number of dots takes both dominoes.
- The player with the most dominoes wins.

Use <, >, and = Cards:
- After each player turns over a card, put the <, >, or = card in between the cards to make a true number sentence. Read the number sentence out loud.
- The player with the larger number takes both number cards.
- The player with the most cards wins.

Make Large Numbers:
- Use only number cards 0–9 (4 of each). Get a Place-Value Mat.

MRB 170 one hundred seventy

one hundred seventy-one MRB 171

2.NBT.B: Use place value understanding and properties of operations to add and subtract.				
2.NBT.B.5: *Fluently add and subtract within 100 using strategies.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Fluently adds and subtracts within 100** using strategies.	**Fluently adds and subtracts within 100** using strategies.	**Fluently adds and subtracts within 100** using strategies.	**Adds and subtracts within 1000** using a number grid and strategies based on place value. (3.NBT.2)
3 Proficient	**Adds and subtracts within 100** using a number grid, a number line, or counters.	**Adds within 100** using a number grid, number line or counters, and **uses the inverse relationship between addition and subtracting to write fact families and solve addition and subtraction facts.**	**Adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction**, with or without tools.	**Fluently adds and subtracts within 100** using strategies.
2 Partially Proficient	**Inconsistent in adding and subtracting within 100** using a number grid, a number line, or counters.	**Adds and subtracts within 100** using a number grid, a number line, or counters.	**Adds within 100** using a number grid, number line or counters, and **uses the inverse relationship between addition and subtracting to write fact families and solve addition and subtraction facts.**	**Adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction**, with or without tools.
1 Minimally Proficient	**Unable to add and subtract within 100** using a number grid, a number line, or counters.	**Unable to or inconsistent in adding and subtracting within 100** using a number grid, a number line, or counters.	**Unable to or inconsistent in adding and subtracting within 100** using a number grid, a number line, or counters.	**Unable to or inconsistent in adding within 100** using a number grid, number line or counters, and **using the inverse relationship between addition and subtracting to write fact families and solve addition and subtraction facts.**

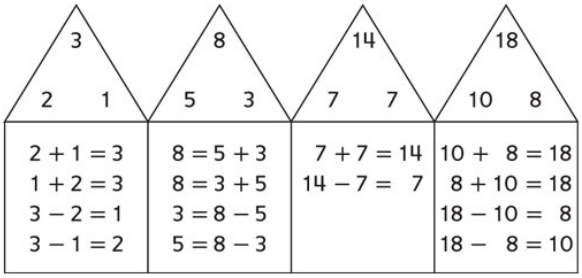
***Math fact fluency** is the ability to quickly recall addition, subtraction, multiplication, and division math facts through conceptual learning, fact strategies, and memorization. The four key components to determine mastery are 1) flexibility, 2) appropriate strategy use, 3) efficiency, and 4) accuracy.

Lesson 3-3: Making Fact Family Chains

Demonstrate how to make a chain of "fact-family houses":

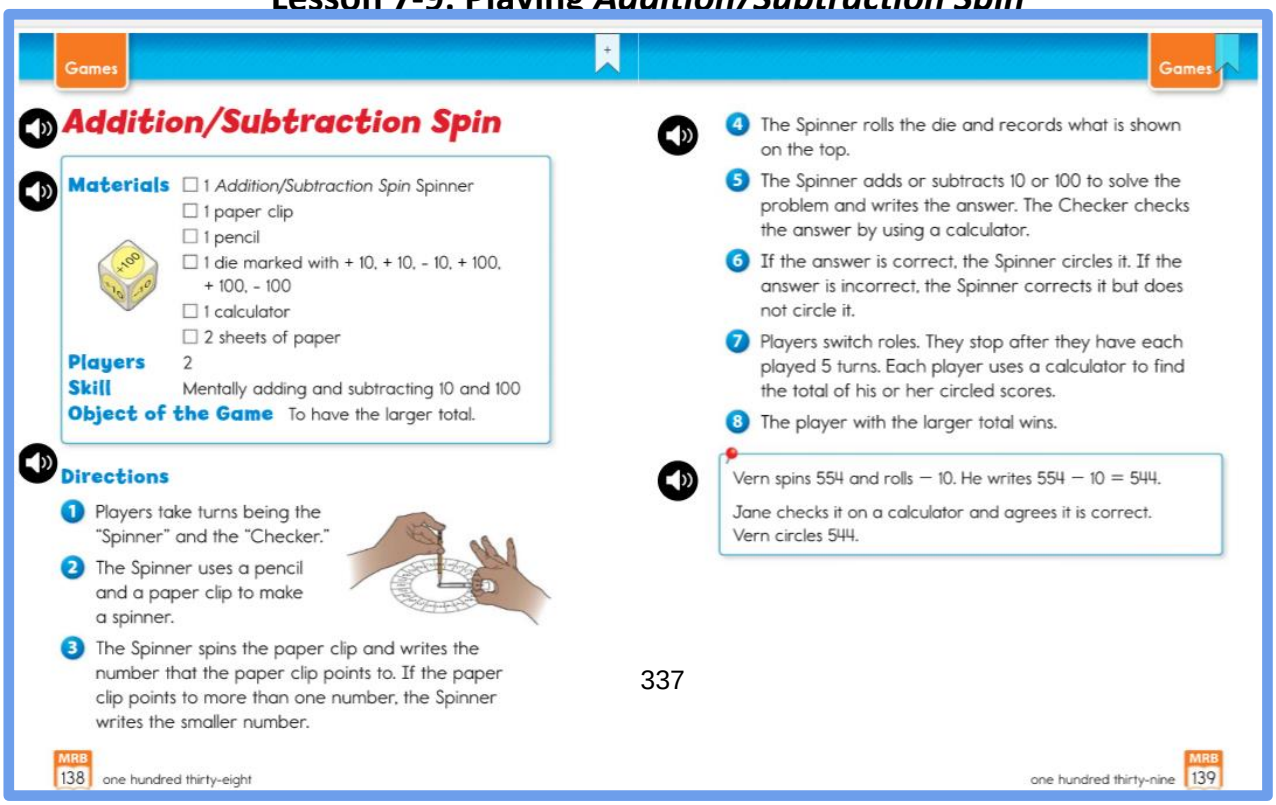
- Fold an $8\frac{1}{2}$" by 11" sheet of paper in half so that the two $8\frac{1}{2}$" sides are touching.
- Fold again so that the two $8\frac{1}{2}$" sides are touching.
- Cut off the corners of one of the short sides to form a triangular peak.
- Open the paper to show a chain of four fact-family houses.

Write the three fact-family numbers belonging to a fact family in the triangular roof of one of the houses and then write the fact family in the house. Explain that only facts containing the numbers belonging to the family can live in the house. Children can make up their own fact-family numbers for each house or base their fact families on dominoes.



2.NBT.B: Use place value understanding and properties of operations to add and subtract.				
2.NBT.B.8: Mentally add and subtract 10 or 100 to a given number in the range of 100 and 900.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 100 and 900.**	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 100 and 900.**	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 1000 and 1900**.	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 1000 and 1900**.
3 Proficient	**Mentally adds 10 and subtracts 10 from a two-digit number.**	**Mentally adds 10 to and subtracts 10 from a given number 100-900.**	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 100 and 900.**	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 100 and 900.**
2 Partially Proficient	**Inconsistent in mentally adding 10 and subtracting 10 from a two-digit number**.	**Mentally adds 10 and subtracts 10 from a two-digit number.**	**Mentally adds 10 to and subtracts 10 from a given number 100-900.**	**Inconsistent** in **mentally <u>adding and subtracting 10 or 100</u> to a given number in the range of 100 and 900**.
1 Minimally Proficient	**Unable to mentally add 10 and subtract 10 from a two-digit number.**	**Unable to or inconsistent** in mentally adding 10 and subtracting 10 from a two-digit number.	**Unable to or inconsistent** in mentally adding 10 and subtracting 10 from a two-digit number.	**Unable to or inconsistent** in mentally adding 10 and subtracting 10 from a given number 100-900.

Lesson 7-9: Playing *Addition/Subtraction Spin*



Games

Addition/Subtraction Spin

Materials
- ☐ 1 *Addition/Subtraction Spin* Spinner
- ☐ 1 paper clip
- ☐ 1 pencil
- ☐ 1 die marked with + 10, + 10, - 10, + 100, + 100, - 100
- ☐ 1 calculator
- ☐ 2 sheets of paper

Players 2

Skill Mentally adding and subtracting 10 and 100

Object of the Game To have the larger total.

Directions

1. Players take turns being the "Spinner" and the "Checker."
2. The Spinner uses a pencil and a paper clip to make a spinner.
3. The Spinner spins the paper clip and writes the number that the paper clip points to. If the paper clip points to more than one number, the Spinner writes the smaller number.
4. The Spinner rolls the die and records what is shown on the top.
5. The Spinner adds or subtracts 10 or 100 to solve the problem and writes the answer. The Checker checks the answer by using a calculator.
6. If the answer is correct, the Spinner circles it. If the answer is incorrect, the Spinner corrects it but does not circle it.
7. Players switch roles. They stop after they have each played 5 turns. Each player uses a calculator to find the total of his or her circled scores.
8. The player with the larger total wins.

Vern spins 554 and rolls − 10. He writes 554 − 10 = 544.

Jane checks it on a calculator and agrees it is correct. Vern circles 544.

MRB 138 one hundred thirty-eight

one hundred thirty-nine MRB 139

2.MD.A: Measure and estimate lengths in standard units.				
2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.		**Measures to determine how much longer one object is than another**, expresses the length difference in terms of a standard length unit.	**Solves word problems involving measurements**, including comparing lengths and expressing lengths in terms of a standard length unit.
3 Proficient			**Measures to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap** in inches and centimeters.	**Measures to determine how much longer one object is than another**, expresses the length difference in terms of a standard length unit.
2 Partially Proficient			**Inconsistent in measuring to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap** in inches and centimeters.	**Measures to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap** in inches and centimeters.
1 Minimally Proficient			**Unable to measure to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap** in inches and centimeters.	**Unable to or Inconsistent in measuring to determine how much longer one object is than another by lining up both objects and measuring the part that does not**

			overlap in inches and centimeters.

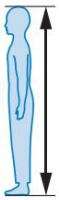
Comparing Measurements

Lesson 7-6

DATE

Work with a partner. Measure your height, head size, and shoe length to the nearest centimeter. For each measurement, choose a tool to use. You may use a ruler, a meterstick, or a tape measure.

1. Height



I am about _____ centimeters tall.

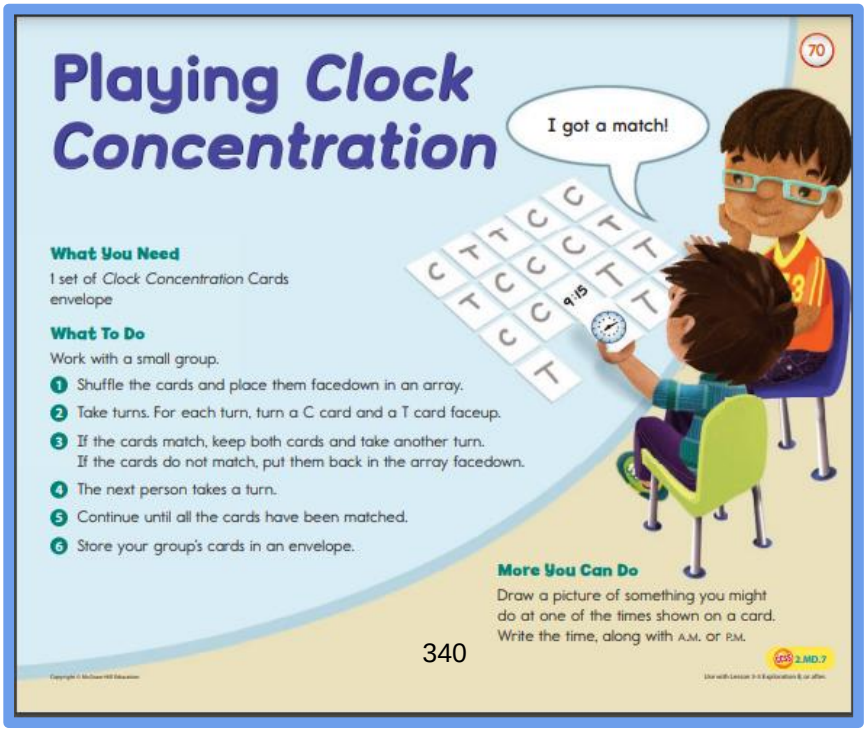
My partner is about _____ centimeters tall.

Who is taller? _____

How much taller? _____ centimeters

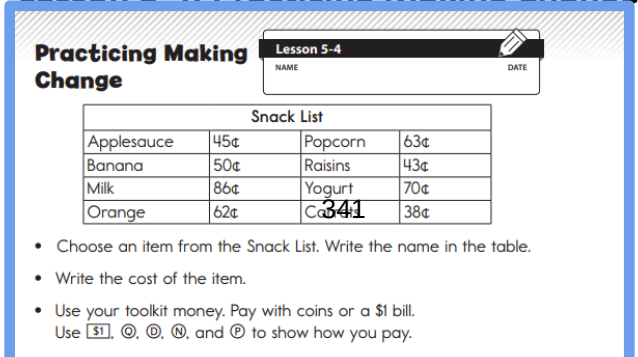
2.MD.C: Work with time and money.				
2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.	**Tells and writes time** from analog and digital clocks **to the nearest five minutes, using a.m. and p.m.**	**Tells and writes time** from analog and digital clocks **to the nearest five minutes, using a.m. and p.m.**	**Tells and writes time** from analog and digital clocks **to the nearest minute, using a.m. and p.m.**
3 Proficient		**Tells and writes time** using analog and digital clocks **to the nearest half hour**.	**Draws events that typically occur in the a.m. and p.m. hours**.	**Tells and writes time** from analog and digital clocks **to the nearest five minutes, using a.m. and p.m.**
2 Partially Proficient		**Inconsistent in telling and writing time** using analog and digital clocks **to the nearest half hour**.	**Tells and writes time** using analog and digital clocks **to the nearest half hour**.	**Draws events that typically occur in the a.m. and p.m. hours**.
1 Minimally Proficient		**Unable to tell and write time** using analog and digital clocks **to the nearest half hour.**	**Unable to or inconsistent in telling and writing time** using analog and digital clocks **to the nearest half hour.**	**Unable to or inconsistent in telling and writing time** using analog and digital clocks **to the nearest half hour**.

Lesson 5-5: Playing *Clock Concentration*



2.MD.C: Work with time and money.				
2.MD.C.8: Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Solves word problems involving collections of money**, including dollar bills, quarters, dimes, nickels, and pennies.	**Solves word problems involving collections of money**, including dollar bills, quarters, dimes, nickels, and pennies.	**Solves word problems involving collections of money**, including dollar bills, quarters, dimes, nickels, and pennies.	**Solves word problems involving collections of money, including $100 dollar bills, $10 dollar bills, $5 dollar bills,** and $1 dollar bills, quarters, dimes, nickels, and pennies.
3 Proficient	**Solves word problems involving dimes and pennies.**	**Solves word problems involving a single type of coin** (either quarters, dimes, nickels, or pennies); use ¢ symbol appropriately.	**Solves word problems involving quarters, dimes, nickels, and pennies** to show exact change up to $; use ¢ symbol appropriately.	**Solves word problems involving collections of money**, including dollar bills, quarters, dimes, nickels, and pennies.
2 Partially Proficient	**Inconsistent in solving word problems involving dimes and pennies**.	**Solves word problems involving dimes and pennies.**	**Solves word problems involving a single type of coin** (either quarters, dimes, nickels, or pennies); use ¢ symbol appropriately.	**Solves word problems involving quarters, dimes, nickels, and pennies** to show exact change up to $; use ¢ symbol appropriately.
1 Minimally Proficient	**Unable to solve word problems involving dimes and pennies**.	**Unable to or inconsistent in solving word problems involving dimes and pennies**.	**Unable to or inconsistent in solving word problems involving dimes and pennies.**	**Unable to or inconsistent in solving word problems involving a single type of coin** (either quarters, dimes, nickels, or pennies); use ¢ symbol appropriately.

Lesson 5-4: Practicing Making Change



Practicing Making Change

Lesson 5-4

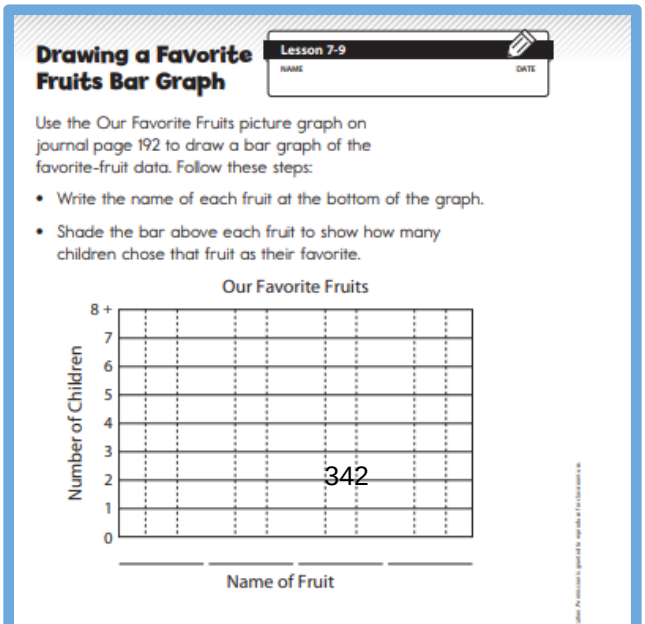
NAME DATE

Snack List			
Applesauce	45¢	Popcorn	63¢
Banana	50¢	Raisins	43¢
Milk	86¢	Yogurt	70¢
Orange	62¢	Cookie	38¢

- Choose an item from the Snack List. Write the name in the table.
- Write the cost of the item.
- Use your toolkit money. Pay with coins or a $1 bill. Use $1, Q, D, N, and P to show how you pay.

2.MD.D: Represent and interpret data.				
2.MD.D.10: Draw a picture graph and a bar graph and solve simple put-together, take-apart, and compare problems using information presented in the graph.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.		**Draws a picture graph and a bar graph** and solve simple put-together, take-apart, and comparison problems using information presented in the graph.	**Uses information in a given scaled bar graph to solve one-step** "how many more" and "how many less" **problems**. (3.MD.3)
3 Proficient			**Draws a picture graph to represent data from a tally chart**.	**Draws a picture graph and a bar graph** and solve simple put-together, take-apart, and comparison problems using information presented in the graph.
2 Partially Proficient			**Inconsistent in drawing a picture graph to represent data from a tally chart**.	**Draws a picture graph to represent data from a tally chart.**
1 Minimally Proficient			**Unable to draw a picture graph to represent data from a tally chart**.	**Unable to or inconsistent in drawing a picture graph to represent data from a tally chart.**

Lesson 7-9: Drawing a Favorite Fruits Bar Graph



Drawing a Favorite Fruits Bar Graph

Lesson 7-9

NAME DATE

Use the Our Favorite Fruits picture graph on journal page 192 to draw a bar graph of the favorite-fruit data. Follow these steps:

- Write the name of each fruit at the bottom of the graph.
- Shade the bar above each fruit to show how many children chose that fruit as their favorite.

Our Favorite Fruits

Number of Children

8+ 7 6 5 4 3 2 1 0

Name of Fruit

2.G.A: Reason with shapes and their attributes.				
2.G.A.1: Identify and describe attributes of two-dimensional and three-dimensional shapes. Draw two-dimensional shapes based on specified attributes.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Not a Benchmark Expectation at this point			**Compares and contrasts shapes** in different categories based on attributes of the shapes.
3 Proficient				**Identifies and describes attributes** of two-dimensional and three-dimensional shapes.
2 Partially Proficient				**Inconsistent in identifying and describing attributes** of two-dimensional and three-dimensional shapes.
1 Minimally Proficient				**Unable to identify and describe attributes** of two-dimensional and three-dimensional shapes.

Lesson 8-2: Playing *Shape*

Directions

Play with a partner or in two teams of two.

1. Spread out the Shape Cards on a flat surface. Shuffle the Attribute Cards and place the pile facedown.
2. Players take turns. When it is your turn, do the following:
   - Turn over the top card from the Attribute Card pile.
   - Take, or capture, all the shapes that have the attributes shown on the Attribute Card. Name each shape as you capture it.
   - If no shapes have the attribute named on the card, your turn is over.
   - At the end of your turn, if you have not captured a shape that you could have taken, the other player or team may name and capture it.
3. If you run out of Attribute Cards, reshuffle and continue play.
4. The game ends when there are no shapes left. The winner is the player or the team with more captured shapes.

Have children record their first five rounds of play on *Math Masters*, page G28. Encourage them to abbreviate attributes in a few words instead of copying all the words on the card.

Observe

- Which children can correctly find shapes with specified attributes?
- Which children are checking the other team or player's selections?

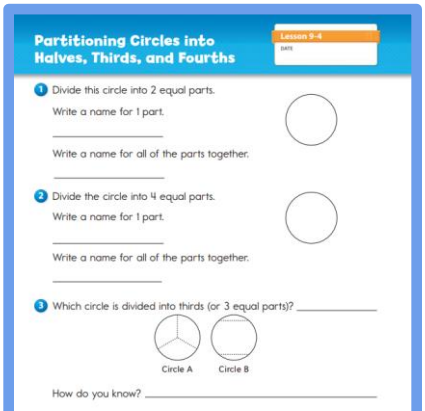
Discuss

- *How did you check to be sure the other team or player was capturing shapes that matched the Attribute Cards?*
- *Which shapes were easier to capture? Why? Which shapes were harder to capture? Why?*

2.G.A: Reason with shapes and their attributes.				
2.G.A.3: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, fourths, half of, third of, etc.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Not a Benchmark Expectation at this point			**Partitions shapes into parts with equal areas.** Expresses the area of each part as a unit fraction of the whole. (3.G.2)
3 Proficient				**Partitions circles and rectangles into two, three, or four equal shares**, and describes the shares using the words halves, thirds, fourths, half of, third of, etc.
2 Partially Proficient				**Inconsistent in partitioning circles and rectangles into two, three, or four equal shares**, and describing the shares using the words halves, thirds, fourths, half of, third of, etc.
1 Minimally Proficient				**Unable to partition circles and rectangles into two, three, or four equal shares**, and describe the shares using the words halves, thirds, fourths, half of, third of, etc.

Note: Partitioning is a prerequisite to fractions.

Lesson 9-4: Partitioning Shapes into Equal Shares


Partitioning Circles into Halves, Thirds, and Fourths

Lesson 9-4

DATE

1. Divide this circle into 2 equal parts.
Write a name for 1 part.
Write a name for all of the parts together.

2. Divide the circle into 4 equal parts.
Write a name for 1 part.
Write a name for all of the parts together.

3. Which circle is divided into thirds (or 3 equal parts)? _____
Circle A Circle B
How do you know? _____

Scope and Sequence: A Pathway to Learning

Principles and Proportional Reasoning in Algebra

7th grade

Introduction

This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary math course, to include 6th grade, 7th grade, 8th grade, Algebra 1, Geometry, and Algebra 2 that does the following:

- Prioritizes standards that have a high impact on student learning.
- Identifies supporting standards for those priorities.
- Creates equity of learning between sites.
- Provides an easy-to-follow framework for personalized learning.

The team started by establishing a set of priority standards and connected them with our Tier 1 curriculum. Within each topic/unit there are one or more essential questions and/or tasks, key vocabulary, and key concepts. Together, all these components create the Scope and Sequence. This information serves as a bare minimum for what should be covered within each topic/unit. As the content expert, teachers then have the freedom to add to and plan units around the framework provided by this document.

The **7th grade** Arizona Mathematics Standards, as outlined within the state documentation, focuses attention on **a)** developing competency of division of whole numbers and fractions and extending the notion of number to the system of rational numbers; **b)** developing understanding of ratio and rate and using multiplicative reasoning to solve ratio and rate problems, and **c)** developing understanding of expressions, equations, and inequalities.

The **Standards for Mathematical Practice** complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years. The Standards for Mathematical Practice should be addressed in every topic/unit.

Standards for Mathematical Practice (MP)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Framework for Success

One of the major goals of this scope and sequence is to provide a definitive framework for teachers to design their units around. By emphasizing priority standards, homogenizing *some* key concepts and vocabulary, and providing a topic wide emphasis (essential questions), teachers can then focus on creating rigorous, engaging, and creative units while ensuring what one student is learning at one school will be similar to another student at a different school. This framework does not prescribe activities for each topic or have scripted lessons. Instead, it frees up teachers to focus more on the "how" of teaching instead of the "what". Each classroom has learners with different needs, so it is of the utmost importance that teachers focus on meeting those learners where they are but still maintain some equity across sites.

Flexible Document

As teachers work with the document throughout the school year, there will inevitably be feedback for improvements, additions, and/or refinement, and that feedback will be crucial for all parties to continue to make decisions that are focused on student learning. This is a version of a scope and sequence and may change or evolve to meet the needs of teachers and the district. However, this scope and sequence represents a starting point for future editions and provides a foundation going forward.

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Topic/Unit	Suggested Time Frame:	
Topic 1: Integers and Rational Numbers	**Quarter # 1**	**9 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
7.NS.A: Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers except division by zero. ● **7.NS.A.1:** Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. ○ a. Describe situations in which opposite quantities combine to make 0. ○ b. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world context. ○ 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 context. ○ d. Apply properties of operations as strategies to add and subtract rational numbers. ● **7.NS.A.2:** Multiply and divide integers and other rational numbers. ○ a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(–1)(–1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world context. ○ b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of	● **7.NS.A.3:** Solve mathematical problems and problems in real-world context involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions where $a/b \div c/d$ when $a,b,c,$ and d are all integers and b,c, and $d \neq 0$.

integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world context. ○ c. Apply properties of operations as strategies to multiply and divide rational numbers. ○ d. Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.	

Essential Question(s):

How can the properties of operations be used to solve problems involving integers and rational numbers?
How do operations with integers relate to the same operations with rational numbers?
How can you determine the correct operations to use to solve problems?

Key Concept(s):	Key Vocabulary:
I can… ● Relate integers, their opposites,and their absolute values. ● IRecognize rational numbers and write them in decimal form. ● Add and subtract integers. ● Add and subtract rational numbers. ● Multiply and divide integers. ● Multiply and divide rational numbers. ● Solve problems with rational numbers.	● Integers ● Rational numbers ● Absolute value ● Additive inverse ● Complex fraction ● Multiplicative inverse ● Reciprocal ● Repeating decimal ● Terminating decimal

Topic/Unit	Suggested Time Frame:	
Topic 2: Analyze and Use Proportional Relationships	**End of Quarter 1 into Quarter 2**	**13 Days**

Priority Cluster and Standard(s):	Supporting Standards:
7.RP.A.: Analyze proportional relationships and use them to solve mathematical problems and problems in real-world context. ● **7.RP.A.1:** Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units. ● **7.RP.A.2:** Recognize and represent proportional relationships between quantities. ○ a. Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin). ○ b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. ○ c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.* ○ d. Explain what a point (*x, y*) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate. ● **7.RP.A.3:** Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).	

Essential Question(s):
How can you recognize and represent proportional relationships and use them to solve problems?

Key Concept(s):	Key Vocabulary:
I can… ● Use ratio concepts and reasoning to solve multi-step problems. ● Find unit rates with ratios of fractions. ● Use unit rates to solve multi-step problems. ● Test for equivalent ratios to decide whether quantities are in a proportional relationship. ● Use the constant of proportionality to write equations that represent proportional relationships. ● Use equations to solve problems involving proportional relationships. ● Use a graph to recognize proportionality. ● Identify the constant of proportionality from a graph. ● Interpret a point on a graph of a proportional relationship. ● Explain whether a situation represents a proportional relationship. ● Use proportional representations to solve problems.	● Proportion ● Constant of proportionality ● Proportional relationship ● Term ● Ratio ● Rate

Topic/Unit	Suggested Time Frame:	
Topic 3: Analyze and Solve Percent Problems	**Quarter 2**	**13 Days**

Priority Cluster and Standard(s):	Supporting Standards:
7.RP.A.: Analyze proportional relationships and use them to solve mathematical problems and problems in real-world context. ● **7.RP.A.2:** Recognize and represent proportional relationships between quantities. ○ c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.* ● **7.RP.A.3:** Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).	

Essential Question(s):

How can percents show proportional relationships between quantities and be used to solve problems?

Key Concept(s):	Key Vocabulary:
I can… ● Understand, find, and analyze percents of numbers. ● Write a proportion to model a percent situation. ● Use a percent proportion to find an unknown part, whole or percent. ● Represent proportional relationships using percents. ● Use the percent equation to represent and solve percent problems. ● Calculate percent change and percent error. ● Understand the percent equation and how it leads to the percent change formula. ● Understand and calculate percent markups and markdowns. ● Understand what simple interest is and how it is calculated. ● Solve problems involving simple interest.	● percent ● Interest raate ● Markdown ● Markup ● Percent change ● Percent equation ● Percent error ● Percent markdown ● Percent markup ● Principal ● Simple interest

Topic/Unit	Suggested Time Frame:	
Topic 4: Generate Equivalent Expressions	**Quarter 3**	**16 Days**

Priority Cluster and Standard(s):	Supporting Standards:
7.EE.A: Use properties of operations to generate equivalent expressions. ● **7.EE.A.1:** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. ● **7.EE.A.2:** Rewrite an expression in different forms, and understand the relationship between the different forms and their meanings in a problem context. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."* **7.EE.B: Solve mathematical problems and problems in real-world context using numerical and algebraic expressions and equations.** ● **7.EE.B.3: Solve multi-step mathematical problems and problems** in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. *For example, If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50 per hour.* ● **7.EE.B.4:** Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems. ○ a. Solve word problems leading to equations of the form $px+q = r$ and $p(x+q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	

Essential Question(s):

How can properties of operations help to generate equivalent expressions that can be used in solving problems?

Key Concept(s):	Key Vocabulary:
I can… ● Write and evaluate algebraic expressions. ● Write equivalent expressions by using properties and by combining like terms. ● Identify equivalent expressions. ● Identify and combine like terms. ● Simplify expressions using like terms. ● Apply the Distributive Property to expand linear equations. ● Use area models to solidify my understanding of the Distributive Property. ● Find common factors of linear expressions using the Distributive Property. ● Recognize factoring is the opposite of expanding expressions. ● Add expressions that represent real world situations. ● Subtract expressions using properties of operations. ● Use an equivalent expression to find new information.	● Variable ● Coefficient ● Expression ● Evaluate ● Like Terms ● Substitute ● Factor ● Term ● Distributive Property ● Order of Operations ● Simplify ● Expand

Topic/Unit	Suggested Time Frame:	
Topic 5: Solve Problems Using Equations and Inequalities	**Quarter 3**	**15 Days**

Priority Cluster and Standard(s):	Supporting Standards:
7.EE.B: Solve mathematical problems and problems in real-world context using numerical and algebraic expressions and equations. ● **7.EE.B.3: Solve multi-step mathematical problems and problems** in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. *For example, If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50 per hour.* ● **7.EE.B.4:** Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems. ○ a. Solve word problems leading to equations of the form $px+q = r$ and $p(x+q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. ○ b. Solve word problems leading to inequalities of the form $px+q > r$ or $px+q < r$, where p, q, and r are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	

Essential Question(s):

How can you solve real-world and mathematical problems with numerical and algebraic equations and inequalities?

Key Concept(s):	Key Vocabulary:
I can… ● Represent a problems with a two-step equation. ● Interpret the quantities in an equation. ● Solve a problem with a two-step equation. ● Use the Distributive Property to solve equations. ● Solve inequalities using addition or subtraction. ● Graph the solution of inequalities on a number line. ● Solve inequalities using multiplication or division. ● Write and solve two-step inequalities. ● Solve inequalities that require multiple steps.	● Isolate the variable ● Inequality ● Property of equality ● Inverse operations ● Distributive Property

Topic/Unit	Suggested Time Frame:	
Topic 8: Solve Problems Involving Geometry	**Quarter 4**	**18 Days**

Priority Cluster and Standard(s):	Supporting Standards:
7.G.B: Solve mathematical problems and problems in real-world context involving angle measure, area, surface area, and volume. ● **7.G.B.4:** Understand and use the formulas for the area and circumference of a circle to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	

Essential Question(s):

How can geometry be used to solve problems?

Key Concept(s):	Key Vocabulary:
I can… ● Use a scale drawing as a representation of actual lengths and area. ● Use a scale key to find missing measures. ● Draw a geometric figure with given conditions. ● Draw triangles when given information about their side lengths and angle measures. ● Find the measure of angles using angle relationships. ● Solve problems involving angle relationships. ● Solve problems involving radius, diameter, and circumference of circles. ● Find the area of a circle. ● Use the area of a circle to find the radius and diameter. ● Solve problems involving the area of a circle. ● Determine what the cross section looks like when a 3D figure is sliced. ● Find the surface area of a 2-dimensional composite shapes. ● Find the surface area of 3-dimension composite shapes. ● Calculate the volume of various 3-dimensional figures composed of prisms. ● Solve problems involving the volume of 3-dimensional figures.	● Adjacent angles ● Circumference ● Radius ● Diameter ● Complementary angles ● Composite figure ● Cross section ● Scale drawing ● Supplementary angles ● Vertical angles ● Prism

Topic/Unit	Suggested Time Frame:	
Topic 6: Use Sampling to Draw Inferences About Populations	**Quarter 4**	**10 Days**

Priority Cluster and Standard(s):	Supporting Standards:
7.SP.B: Draw informal comparative inferences about two populations. ● **7.SP.B.3:** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.* ● **7.SP.B.4:** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*	**7.SP.A:** Use random sampling to draw inferences about a population. ● **7.SP.A.1:** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. ● **7.SP.A.2:** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Essential Question(s):

How can sampling be used to draw inferences about one or more populations?

Key Concept(s):	Key Vocabulary:
I can… ● Understand the difference between a population and a sample ● Establish whether a sample is representative of a population ● Generate random samples that represent the entire populations ● Make inferences about a populations from a sample data set ● Make estimates about a population based on a sample set and assess whether the inferences are valid ● Draw comparative inferences about two populations using median and interquartile range (IQR) ● Compare populations using the mean, median, mode, range, interquartlie range, and mean absolute deviation.	● Inference ● Population ● Random sample ● Representative sample ● Sample ● Valid inference ● Center ● Data distribution ● Variability ● Statistical question ● Interquartile range ● Median ● Mode ● Range ● Mean Absolute Deviation (MAD)

Topic/Unit	Suggested Time Frame:	
Topic 7: Probability	**Quarter #3**	**16 Days**

Priority Cluster and Standard(s):	Supporting Standards:
	7.SP.C: Investigate chance processes and develop, use and evaluate probability models. ● **7.SP.C.5:** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. ● **7.SP.C.6:** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.* ● **7.SP.C.7:** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies. If the agreement is not good, explain possible sources of the discrepancy. ○ a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* ○ b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

Essential Question(s):
How can you investigate chance processes and develop, use, and evaluate probability models?

Key Concept(s):	Key Vocabulary:
I can… ● Use probability to describe the likelihood that an event will here. ● Relate probability to mathematical fairness. ● Determine the theoretical probability of an event. ● Compare theoretical and experimental probability. ● Determine the experimental probability of an event. ● Develop a probability model. ● Use a probability model to evaluate a situation. ● Use a probability model to make an estimate. ● Find all possible outcomes of a compound event. ● Organize data about a compound event. ● Find the probability of a compound event. ● Simulate a compound event to approximate its probability.	● Compound event ● Event ● Experimental probability ● Outcome ● Probability ● Probability model ● Relative frequency ● Sample space ● Simulation ● Theoretical probability ● Frequency ● Compound event ● Tree diagram

Scope and Sequence: A Pathway to Learning

Algebra 1

Topic/Unit	Suggested Time Frame:	
Chapter 1: Expressions and Functions	**Quarter # 1**	**5 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.N-Q.A: Reason quantitatively and use units to solve problems. ● **A1.N-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 displays, include utilizing real-world context. **A1.A-SSE.A:** Interpret the structure of expressions. ● **A1.A-SSE.A.1** Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret expressions by viewing one or more of their parts as a single entity. ● **A1.A-SSE.A.2** Use structure to identify ways to rewrite numerical and polynomial expressions. Focus on polynomial multiplication and factoring patterns. **A1.A-CED.A** Create equations that describe numbers or relationships**.** ● **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.** **A1.F-IF.A** Understand the concept of a function and use function notation. ● **A1.F-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).	**A1.N-RN.B:** Use properties of rational and irritation numbers ● **A1.N-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. **A1.N-Q.A:** Reason quantitatively and use units to solve problems. ● **A1.N-Q.A.2** Define appropriate quantities for the purpose of descriptive modeling. Include problem-solving opportunities utilizing real-world context. ● **A1.N-Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities utilizing real world context. **A1.F-IF.B** Interpret functions that arise in applications in terms of the context ● **A1.F-IF.B.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. **A1.A-REI.D** Represent and solve equations and inequalities graphically. ● **A1.A-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.

- **A1.F-IF.A.2** Evaluate a function for inputs in the domain, and interpret statements that use function notation in terms of a context.

A1.F-IF.B Interpret functions that arise in applications in terms of the context

- **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-IF.C Analyze functions using different representation**s**

- **A1.F-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.
  Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).
- **A1.F-IF.C.8** 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 of a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Essential Question(s):

How can mathematical ideas be represented?
How do you choose appropriate levels of accuracy?
How can a decision be made about the level of accuracy needed or desired for a real-world measurement?
Why is it helpful to have several different representations of the same relation?

- Why are functions useful representations?
- Why are graphs useful representations?

Key Concept(s):	Key Vocabulary:
I can… **Minimally Proficient** ● Write verbal expressions for algebraic expressions. ***MP*** ● Write algebraic expressions for verbal expressions. ***MP*** ● Recognize the properties of equality and identity properties. ***MP*** ● Recognize the Commutative and Associative Properties. ***MP*** ● Define appropriate quantities for descriptive modeling. ***MP*** **Partially Proficient** ● Use the Distributive Property to evaluate expressions. ***PP*** ● Use the Distributive Property to simplify expressions. ***PP*** ● Represent relations. ***PP*** ● Interpret graphs of relations. ***PP*** ● Determine whether a relation is a function. ***PP*** ● Find linear equations. ***PP*** **Proficient** ● Evaluate numerical expressions by using the order of operations. ***P*** ● Evaluate algebraic expressions by using the order of operations. ***P*** ● Choose appropriate levels of accuracy. ***P*** ● Interpret intercepts and symmetry of graphs of functions. ***P*** ● Interpret positive, negative, increasing and decreasing behavior, extrema, and end behavior of graphs of functions. ***P***	● accuracy ● algebraic expression ● base ● coefficient ● coordinate system ● dependent variable ● domain ● end behavior ● exponent ● function ● independent variable ● Intercept ● like terms ● line symmetry ● metric ● ordered pair ● order of operations ● origin ● power ● range ● reciprocal ● relation ● relative maximum ● relative minimum ● simplest form ● term ● variables ● vertical line test ● end behavior

Topic/Unit	Suggested Time Frame:	
Chapter 2: Linear Equations	**Quarter # 1**	**3 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.A-CED.A Create equations that describe numbers or relationships. ● **A1.A-CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). ● **A1.A-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. **A1.A-REI.B** Solve equations and inequalities in one variable. ● **A1.A-REI.A.1** Explain each step in solving linear and quadratic equations 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. ● **A1.A-REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	366

Essential Question(s):

Why is it helpful to represent the same mathematical idea in different ways?
Why is it helpful to represent a mathematical idea using an equation?
How can you represent mathematical relationships using ratios and proportions?

Key Concept(s):	Key Vocabulary:
I can… **<u>Minimally Proficient</u>** ● Translate sentences into equations. ***MP*** ● Translate equations into sentences. ***MP*** **<u>Partially Proficient</u>** ● Use algebra tiles to model solving equations. ***PP*** ● Solve equations by using addition and subtraction. ***PP*** ● Solve equations by using multiplication and division. ***PP*** ● Solve equations involving more than one operation. ***PP*** ● Solve equations involving consecutive integers. ***PP*** ● Compare ratios. ***PP*** ● Solve proportions. ***PP*** **<u>Proficient</u>** ● Solve equations with the variable on both sides. ***P*** ● Solve equations involving grouping symbols. ***P*** ● Evaluate absolute value expressions. ***P*** ● Solve absolute value equations. ***P***	● consecutive integers ● dimensional analysis ● equivalent equations ● extremes ● formula ● identity ● linear equation ● literal equation ● means ● multi-step equations ● number theory ● proportion ● rate ● ratio ● scale ● scale model ● solve an equation ● unit analysis ● unit rate

Topic/Unit	Suggested Time Frame:	
Ch 3: Linear and Nonlinear Functions	**Quarter # 2**	**3 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.N-Q.A: Reason quantitatively and use units to solve problems. ● **A1.N-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 displays, include utilizing real-world context. **A1.A-CED.A** Create equations that describe numbers or relationships**.** ● **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.** **A1.A-REI.D** Represent and solve equations and inequalities graphically. ● **A1.A-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. **A1.F-IF.B** Interpret functions that arise in applications in terms of the context ● **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). ● **A1.F-IF.B.6** Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and	**A1.F-IF.B** Interpret functions that arise in applications in terms of the context ● **A1.F-IF.A.3** Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

piecewise-defined functions (limited to absolute value and step).

A1.F-IF.C Analyze functions using different representations

- **A1.F-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.b Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems.

- **A1.F-LE.A.1** 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.

- **A1.F-LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.

A1.F-BF.A Build a function that models a relationship between two quantities.

- **A1.F-BF.A.1** Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-BF.B Build new functions from existing functions.

- **A1.F-BF.B.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

Essential Question(s):

Why are graphs useful?
What are the benefits of having a model for a linear function?
Why is it helpful to have different ways to graph linear functions?
What can a linear graph tell you about the relationship that it represents?

Key Concept(s):	Key Vocabulary:
I can… **<u>Minimally Proficient</u>** ● Identify linear equations, intercepts, and zero. ***MP*** ● Find the slope of a line. ***MP*** ● Recognize arithmetic sequences. ***MP*** **<u>Partially Proficient</u>** ● Graph linear equations. ***PP*** ● Use rate of change to solve problems. ***PP*** ● Write and graph linear equations in slope-intercept form. ***PP*** ● Identify and graph step functions. ***PP*** ● Identify and graph piecewise-defined functions. ***PP*** ● Identify and graph translations of absolute value functions. ***PP*** ● Identify and graph reflections and dilations of absolute value functions. ***PP*** **<u>Proficient</u>** ● Find zeros of linear functions. ***P*** ● Model linear functions. ***P*** ● Model real world data with equations in slope-intercept form. ***P*** ● Identify the effects of the graphs of linear functions by replacing f(x) with f(x) + k and f(x - h) for positive and negative values. ***P*** ● Identify the effects on the graphs of linear functions by replacing f(x) with af(x), f(ax), -af(x) and f(-ax) ***P*** ● Relate arithmetic sequences to linear functions. ***P***	● arithmetic sequence ● common difference ● constant ● constant function ● greatest integer function ● linear equation ● linear function ● piecewise-linear function ● rate of change ● root ● sequence ● slope ● slope-intercept form ● standard form ● step function ● transformations ● x-intercept ● y-intercept ● zero of a function

Topic/Unit	Suggested Time Frame:	
Chapter 4: Equations of Linear Functions	**Quarter # 2**	**2-3 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.N-Q.A: Reason quantitatively and use units to solve problems. ● **A1.N-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 displays, include utilizing real-world context. **A1.A-CED.A** Create equations that describe numbers or relationships**.** ● **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.** **A1.A-REI.D** Represent and solve equations and inequalities graphically. ● **A1.A-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. **A1.F-IF.B** Interpret functions that arise in applications in terms of the context ● **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). ● **A1.F-IF.B.6** Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).	

A1.F-IF.C Analyze functions using different representations

- **A1.F-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.b Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems.

- **A1.F-LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.

A1.F-BF.B Build new functions from existing functions.

- **A1.F-BF.B.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

Essential Question(s):

Why is math used to model real-world situations?
When would a linear function be used to model a real-world situation?
How can you use a set of data to make predictions?
When would the inverse of a linear function be used to model a real-world situation?

Key Concept(s):

I can…

Minimally Proficient

- Write an equation of a line in slope-intercept form given the slope and one point. ***MP***
- Write an equation of a line in slope-intercept form given two points. ***MP***
- Use lines of fit to make and evaluate predictions. ***MP***

Partially Proficient

- Investigate relationships between quantities by using points on scatter plots. ***PP***
- Write equations of lines in standard form and point-slope form. ***PP***
- Write linear equations in different forms. ***PP***

Key Vocabulary:

- association
- best-fit line
- bivariate data
- causation
- constraint
- correlation
- correlation coefficient
- inverse function
- inverse relation
- linear extrapolation
- linear interpolation
- linear regression
- line of fit
- median-fit line

● Write an equation of a line that passes through a given point, parallel to a given line. ***PP*** ● Write an equation of a line that passes through a given point, perpendicular to a given line. ***PP*** ● Write equations of best-fit lines using linear regression. ***PP*** ● Find the inverse of a relation. ***PP*** ● Find the inverse of a linear function. ***PP*** **<u>Proficient</u>** ● Distinguish between correlation and causation. ***P*** ● Draw the graph of an inverse relation by reflecting the overall graph in the line y = x. ***P***	● parallel lines ● perpendicular lines ● point-slope form ● residual ● scatter plot ● standard form

Topic/Unit	Suggested Time Frame:	
Chapter 5: Linear Inequalities	**Quarter # 2**	**2-3 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.A-CED.A Create equations that describe numbers or relationships. ● **A1.A-CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). **A1.A-REI.B** Solve equations and inequalities in one variable. ● **A1.A-REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	**A1.A-REI.D** Represent and solve equations and inequalities graphically. ● **A1.A-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-planes.

Essential Question(s):

How are symbols useful in mathematics?
What mathematical symbols do you know?
Why is it important to understand what the symbols in a mathematical sentence represent?
How are symbols used to write expressions, equations, and inequalities?
How are graphs helpful when solving inequalities in two variables?

Key Concept(s):	Key Vocabulary:
I can… **<u>Minimally Proficient</u>** ● Solve linear inequalities by using addition. ***MP*** ● Solve linear inequalities by using subtraction. ***MP*** ● Use algebra tiles to model and solve inequalities. ***MP*** ● Solve linear inequalities by using multiplication. ***MP*** ● Solve linear inequalities by using division. ***MP*** ● Graph linear inequalities on the coordinate plane. ***MP*** ● Solve inequalities by graphing. ***MP*** **<u>Partially Proficient</u>** ● Solve linear inequalities involving more than one operation. ***PP*** ● Solve linear inequalities involving the Distributive Property. ***PP*** ● Solve and graph absolute value inequalities (< and >) ***PP***	● boundary ● closed half-plane ● compound inequality ● half-plane ● inequality ● intersection ● open half-plane ● union

Proficient ● Solve compound inequalities containing the word and, and graph their solution set. ***P*** ● Solve compound inequalities containing the word or, and graph their solution set. ***P*** ● Use a graphing calculator to investigate the graphs of inequalities. ***P***	

Topic/Unit	Suggested Time Frame:	
Chapter 6: **Systems of Linear Equations and Inequalities**	**Quarter # 3**	**3 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.A-CED.A Create equations that describe numbers or relationships. ● **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ● **A1.A-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**.** **A1.A-REI.D** Represent and solve equations and inequalities graphically. ● **A1.A-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). Focus on cases where $f(x)$ and/or $g(x)$ are linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).	**A1.A-REI.C** Solve systems of equations. ● **A1.A-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. **A1.A-REI.D** Represent and solve equations and inequalities graphically. ● **A1.A-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. ● **A1.A-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-planes. 376

Essential Question(s):

How can you find the solution to a math problem?
What are the advantages of using technology to solve systems of equations?
What are the benefits of having different strategies for solving systems of equations?
What are the advantages of using matrices to solve problems?

Key Concept(s):	Key Vocabulary:
I can… **<u>Minimally Proficient</u>** ● Determine the number of solutions a system of linear equations has. ***MP*** **<u>Partially Proficient</u>** ● Solve systems of linear equations by graphing. ***PP*** ● Use a graphing calculator to graph and solve a system of equations. ***PP*** ● Solve systems of equations by using substitution. ***PP*** ● Solve systems of linear inequalities by graphing. ***PP*** ● Solve systems of equations by using elimination with addition. ***PP*** ● Solve systems of equations by using elimination with subtraction. ***PP*** ● Solve systems of equations by using elimination with multiplication. ***PP*** **<u>Proficient</u>** ● Determine the best method for solving systems of equations. ***P*** ● Apply systems of equations. ***P*** ● Use matrices to solve systems of equations. ***P*** ● Apply systems of linear inequalities. ***P*** ● Solve real-world problems involving systems of equations. ***P***	● augmented matrix ● consistent ● dependent ● dimension ● element ● elimination ● inconsistent ● independent ● matrix ● substitution ● system of equations ● system of inequalities

Topic/Unit	Suggested Time Frame:	
Chapter 7: **Exponents and Exponential Functions**	**Quarter # 3**	**3 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.A-SSE.A: Interpret the structure of expressions. ● **A1.A-SSE.A.2** Use structure to identify ways to rewrite numerical and polynomial expressions. Focus on polynomial multiplication and factoring patterns. **A1.A-CED.A** Create equations that describe numbers or relationships**.** ● **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.** **A1.A-REI.D** Represent and solve equations and inequalities graphically. ● **A1.A-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). Focus on cases where $f(x)$ and/or $g(x)$ are linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). **A1.F-IF.B** Interpret functions that arise in applications in terms of the context ● **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). **A1.F-BF.B** Build new functions from existing functions. ● **A1.F-BF.B.3** Identify the effect on the graph of replacing $f(x)$ by $f(x)+k$, $k\,f(x)$, and $f(x+k)$ for specific values of k (both	**A1.N-RN.B:** Use properties of rational and irritation numbers ● **A1.N-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. **A1.F-IF.A** Understand the concept of a function and use function notation. ● **A1.F-IF.A.3** Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems.

- **A1.F-LE.A.1** 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.
  b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
  c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **A1.F-LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.

A1.F-LE.B Interpret expressions for functions in terms of the situation they model.

- **A1.F-LE.B.5** Interpret the parameters in a linear or exponential function with integer exponents utilizing real world context

Essential Question(s):

How can you make good decisions? What factors affect good decision making?
Why do you think it is important to simplify radical expressions?
How can mathematical models help you make good decisions?
Summarize the transformations produced by performing various operations on the parent exponential function.
How can being financially literate help you to make good decisions?

Key Concept(s):	Key Vocabulary:
I can… **Minimally Proficient** ● Multiply monomials using the properties of exponents. ***MP*** ● Simplify square roots by applying the Product and Quotient Properties of Square Roots. ***MP*** ● Add, subtract, and multiply radical expressions. ***MP*** ● Graph exponential functions. ***MP*** ● Identify data that display exponential behavior. ***MP*** ● Divide monomials using the properties of exponents. ***MP*** **Partially Proficient** ● Simplify expressions containing negative and zero exponents. ***PP*** ● Simplify expressions using the multiplication properties of exponents. ***PP*** ● Solve equations involving expressions with rational exponents. ***PP*** ● Write exponential functions by using a graph, a description, or two points. ***PP*** ● Identify and generate geometric sequences. ***PP*** **Proficient** ● Given the equation of an exponential function, predict how the dependent variable will change over an interval of the independent variable. ***P*** ● Evaluate and rewrite expressions involving rational exponents. ***P*** ● Identify the effects on the graphs of exponential functions by replacing f(x) with f(x) + k and negative values of h and k. ***P*** ● Identify the effects on the graphs of exponential functions by replacing f(x) with af(x) and f(ax) with positive and negative values of a. ***P*** ● Create equations and solve problems involving exponential growth and decay. ***P*** ● Transform and interpret expressions of exponential functions by applying the properties of exponents. ***P*** ● Relate geometric sequences to exponential functions. ***P*** ● Use a recursive formula to list terms in a sequence. ***P*** **Highly Proficient**	● asymptote ● common ratio ● compound interest ● conjugates ● constant ● cube root ● exponential decay ● exponential equation ● exponential function ● exponential growth ● geometric sequence ● monomial ● negative exponent ● *n*th root ● order of magnitude ● radical expression ● radical exponent ● rationalizing the denominator ● recursive formula ● zero exponent

• Write recursive formulas for arithmetic and geometric sequences. ***HP***	

Topic/Unit	Suggested Time Frame:	
Chapter 8: Polynomials	**Quarter # 4**	**3weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.A-SSE.A: Interpret the structure of expressions. ● **A1.A-SSE.A.1** Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret expressions by viewing one or more of their parts as a single entity. ● **A1.A-SSE.A.2** Use structure to identify ways to rewrite numerical and polynomial expressions. Focus on polynomial multiplication and factoring patterns. **A1.A-SSE.B** Write expressions in equivalent forms to solve problems. ● **A1.A-SSE.B.3** 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.	**A1.A-APR.A** Perform arithmetic operations on polynomials. ● **A1.A-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**.** **A1.A-APR.B** Understand the relationship between zeros and factors of polynomials. ● **A1.A-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. Focus on quadratic and cubic polynomials in which linear and quadratic factors are available. **A1.A-REI.C** Solve systems of equations. ● **A1.A-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.

Essential Question(s):

When could a nonlinear function be used to model a real-world situation?
Why would you add, subtract, or multiply equations that represent real-world situations?
What are the advantages of using quadratic expressions for modeling?

Key Concept(s):	Key Vocabulary:
I can… **Minimally Proficient** ● Write polynomials in standard form. ***MP*** ● Add and subtract polynomials. ***MP*** ● Multiply a polynomial by a monomial. ***MP*** ● Use algebra tiles to find the product of two binomials. ***MP*** ● Find squares of sums and differences. ***MP*** ● Find the product of a sum and a difference. ***MP***	● binomial ● degree of a monomial ● degree of a polynomial ● difference of two squares ● factoring ● factoring by grouping ● FOIL method ● leading coefficient ● perfect square trinomial

Partially Proficient ● Solve equations involving the products of monomials and polynomials. ***PP*** ● Multiply binomials by using the FOIL method. ***PP*** ● Multiply polynomials by using the Distributive Property. ***PP*** ● Factor binomials using algebra tiles and a product mat. ***PP*** ● Use the Distributive Property to factor polynomials. ***PP*** ● Factor polynomials by grouping. ***PP*** ● Use algebra tiles to factor trinomials. ***PP*** **Proficient** ● Factor trinomials of the form $x^2 + bx + c$. ***P*** ● Factor trinomials of the form $ax^2 + bx + c$. ***P*** ● Factor binomials that are the difference of squares. ***P*** ● Factor trinomials that are perfect squares. ***P***	● polynomial ● prime polynomial ● quadratic expression ● standard form of a polynomial ● trinomial

Topic/Unit	Suggested Time Frame:	
Chapter 9: **Quadratic Functions and Equations**	**Quarter #** **4**	**4 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.A-SSE.B Write expressions in equivalent forms to solve problems. ● **A1.A-SSE.B.3** 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. **A1.A-CED.A** Create equations that describe numbers or relationships**.** ● **A1.A-CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). ● **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.** **A1.F-IF.B** Interpret functions that arise in applications in terms of the context ● **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). ● **A1.F-IF.B.6** Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step). **A1.F-IF.C** Analyze functions using different representation**s**	**A1.A-REI.B** Solve equations and inequalities in one variable. ● **A1.A-REI.B.4** 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 $(x – k)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Focus on solutions for quadratic equations that have real roots. Include cases that recognize when a quadratic equation has no real solutions. **A1.A-REI.C** Solve systems of equations. ● **A1.A-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. ● **A1.A-REI.C.6** Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context. **A1.F-LE.A** Construct and compare linear, quadratic, and exponential models and solve problems. ● **A1.F-LE.A.3** Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.

- **A1.F-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.b Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-BF.B Build new functions from existing functions.

- **A1.F-BF.B.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems.

- **A1.F-LE.A.1** 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.
  b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
  c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **A1.F-LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.

Essential Question(s):

Why do we use different methods to solve math problems?
How can the graph of a quadratic function help you to solve the corresponding quadratic equation?
How is the symmetry of the graph of a quadratic function reflected in the solutions found by completing the square?
How do you know which method to use when solving a quadratic equation?
When is it best to solve a system by graphing and when is it best to solve it by using substitution?

Key Concept(s):	Key Vocabulary:
I can… **<u>Minimally Proficient</u>** ● Identify key features of writing quadratic equations in vertex form. ***MP*** **<u>Partially Proficient</u>** ● Graph quadratic functions. ***PP*** ● Estimate solutions of quadratic equations by graphing. ***PP*** ● Solve quadratic equations by using the Square Root Property. ***PP*** ● Solve quadratic equations by factoring. ***PP*** ● Solve quadratic equations by completing the square. ***PP*** ● Solve quadratic equations by using the Quadratic Formula. ***PP*** ● Use the discriminant to determine the number of solutions of a quadratic equation. ***PP*** ● Solve systems of linear and quadratic equations by graphing. ***PP*** ● Identify linear, quadratic, and exponential functions from given data. ***PP*** **<u>Proficient</u>** ● Investigate the rate of change of a quadratic equation. ***P*** ● Solve quadratic equations by graphing. ***P*** ● Solve systems of linear and quadratic equations by using algebraic methods. ***P*** ● Write equations that model data. ***P*** ● Combine functions by using addition and subtraction. ***P*** ● Combine functions by using multiplication. ***P*** **<u>Highly Proficient</u>** Analyze the characteristics of graphs of quadratic functions. ***HP*** ● Apply translations to quadratic functions. ***HP*** ● Apply dilations and reflections to quadratic functions. ***HP***	● axis of symmetry ● completing the square ● discriminant ● double root ● maximum ● minimum ● parabola ● Quadratic Formula ● quadratic function ● standard form ● vertex ● vertex form

Topic/Unit	Suggested Time Frame:	
Chapter 10: Statistics	**Quarter # 4**	**2 weeks**

Priority Cluster and Standard(s):	Supporting Standards:
A1.S-ID.A Summarize, represent, and interpret data on a single count or measurement variable. ● **A1.S-ID.A.1** Represent real-value data with plots for the purpose of comparing two or more data sets. ● **A1.S-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. ● **A1.S-ID.A.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of outliers if present. **A1.S-ID.B** Summarize, represent and interpret data on two categorical and quantitative variables ● **A1.S-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. **A1.S-ID.C** Interpret linear models ● **A1.S-ID.C.8** Compute and interpret the correlation coefficient of a linear relationship.	**A1.S-CP.A Understand independence and conditional probability and use them to interpret data.** ● **A1.S-CP.A.1** Describe events as subsets of a sample space using characteristics of the outcomes, or as unions, intersections, or complements of other events. ● **A1.S-CP.A.2** Use the Multiplication Rule for independent events to 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. ● **A1.S-ID.B.6** Represent data on two quantitative variables on a scatter plot, and describe how the quantities are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Focus on linear models. b. Informally assess the fit of a function by plotting and analyzing esiduals. ● **A1.S-ID.C.7** Interpret the slope as a rate of change and the constant term of a linear model in the context of the data. ● **A1.S-ID.C.9** Distinguish between correlation and causation.

Essential Question(s):

How are statistics used in the real world?
How can measures of center and percentile rank be used to analyze real-world data sets?

Key Concept(s):	Key Vocabulary:
I can… **<u>Minimally Proficient</u>** ● Represent sets of data by using measures of center. ***MP*** ● Represent sets of data by using percentiles. ***MP*** ● Represent data by using dot plots. ***MP*** ● Describe the shape of a distribution. ***MP*** ● Use the shapes of distribution to select appropriate statistics. ***MP*** **<u>Partially Proficient</u>** ● Determine whether a discrete or continuous graphical representation is appropriate, and then create the bar graph or histogram. ***PP*** **<u>Proficient</u>** ● Calculate measures of spread. ***P*** ● Analyze data sets using statistics. ***P*** ● Determine the effect that transformations of data have on measures of central tendency and variation. ***P*** ● Compare data using measures of central tendency and variation. ***P*** ● Summarize data in two-way frequency tables. ***P*** ● Summarize data in two-way relative frequency tables. ***P***	● bar graph ● cumulative frequency ● distribution ● dot plot ● frequency table ● histogram ● joint frequencies ● linear transformation ● marginal frequencies ● mean ● measures of center ● median ● mode ● percentile ● qualitative data ● quantitative data ● relative frequency ● skewed distribution ● standard deviation ● symmetric distribution ● two-way frequency table

Principles and Proportional Reasoning in Algebra
7th grade Standards

Proficiency Scale
Topic 1: Integers and Rational Numbers

Priority Cluster/State Standard:
7.NS.A: Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers except division by zero.

- **7.NS.A.1:** Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. **(includes 7.NS.A.1a-d, see details below)**
- **7.NS.A.2:** Multiply and divide integers and other rational numbers. **(includes 7.NS.A.2a-d, see details below)**

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
7.NS.A.1a		**Identify** opposite quantities	**Identify** situations in which opposite quantities combine to make 0	**Describe** situations in which opposite quantities combine to make 0.	**Interpret** situations in which opposite quantities combine to make 0..
7.NS.A.1b		**Identify** a number and its opposite that have a sum of 0.	**Recognize** p + q as the number located a distance |q | from p , in the positive or negative direction depending on whether q is positive or negative. **Identify** a number and its opposite that have a sum of 0 (are additive inverses).	**Understand** p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. **Show** that a number and its opposite have a sum of 0 (are additive inverses). **Interpret** sums of rational numbers by describing real-world context**.**	**Explain** p + q as the number located a distance |q | from p , in the positive or negative direction depending on whether q is positive or negative. **Show** that a number and its opposite have a sum of 0 (are additive inverses). **Interpret** sums of rational numbers by describing real-world context. **Apply** this information to solve problems.
7.NS.A.1c		**Identify** the distance between two rational numbers on the number line as the absolute value of	**Recognize** subtraction of rational numbers as adding the additive inverse, p – q = p + (–q).	**Understand** subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$.	**Explain** subtraction of rational numbers as adding the additive inverse, p – q = p + (–q).

		their difference.	Show that the distance between two rational numbers on the number line is the absolute value of their difference.	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 context.	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 context.
7.NS.A.1d		**Identify** properties of operations as strategies to **add** rational numbers.	**Identify** properties of operations as strategies to **add and subtract** rational numbers.	**Apply** properties of operations as strategies to add and subtract rational numbers.	**Explain** properties of operations as strategies to add and subtract rational numbers.
7.NS.A.2a		**Recognize** that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. **Identify** products of rational numbers by **describing** real-world context.	**Identify** that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. **Interpret** products of rational numbers by **describing** real-world context.	**Understand** that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. **Interpret** products of rational numbers by **describing** real-world context.	**Explain** that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. **Interpret** products of rational numbers by e**xplaining** their real-world context.
7.NS.A.2b		**Recognize** that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are	**Identify** that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If p and q are	**Understand** that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are	**Explain** that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are

		integers, then –(p /q) = (–p)/q = p /(–q).	integers, then –(p /q) = (–p)/q = p /(–q). **Identify** quotients of rational numbers by describing real-world context.	integers, then –(p /q) = (–p)/q = p /(–q). **Apply** quotients of rational numbers by describing real-world context.	integers, then –(p /q) = (–p)/q = p /(–q). C **Interpret** quotients of rational numbers by describing real-world context.
7.NS.A.2c		**Use** properties of operations as strategies to multiply and divide rational numbers.	**Apply** properties of operations as strategies to multiply and divide rational numbers.	**Apply** properties of operations as strategies to multiply and divide rational numbers **in a real world context**.	**Multiply** and **divide** rational numbers
7.NS.A.2d		**Identify** decimal form of a rational number	**Convert** a rational number to decimal form using long division; **know** that the decimal form of a rational number terminates in 0's or eventually repeats.	**Understand** how to convert a rational number to decimal form using long division; **know** that the decimal form of a rational number terminates in 0's or eventually repeats.	**Explain** how to convert a rational number to decimal form using long division; **explain** that the decimal form of a rational number terminates in 0's or eventually repeats.

Proficiency Scale

Topic 2: Analyze and Use Proportional Relationships

Priority Cluster/State Standard:

7.RP.A.: Analyze proportional relationships and use them to solve mathematical problems and problems in real-world context.

- **7.RP.A.1:** Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units.
- **7.RP.A.2:** Recognize and represent proportional relationships between quantities. **(includes 7.RP.A.2a-d, see details below)**
- **7.RP.A.3:** Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
7.RP.A.1		**Identify** unit rates associated with ratios involving **simple fractions**, including ratios of quantities measured in **like units.**	**Compute** unit rates associated with ratios involving **simple fractions**, including ratios of quantities measured in **like units.**	**Compute** unit rates with ratios involving both **simple and complex** fractions, including ratios of quantities measured in like **or different** units.	**Interpret** unit rates associated with ratios involving both **simple and complex fractions**, including ratios of quantities **measured in like or different units.**
7.RP.A.2a		**Identify** two quantities in a proportional relationship	**Decide** whether two quantities are in a proportional relationship.	**Decide** whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).	**Explain** whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
7.RP.A.2b		**Identify** the constant of proportionality (unit rate) in tables, graphs **OR** equations.	**Identify** the constant of proportionality (unit rate) in tables, graphs, **AND** equations.	**Identify** the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, **and describe**	**Interpret** the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and **explain** proportional

				proportional relationships.	relationships.
7.RP.A.2c		**Identify** equations to represent proportional relationships.	**Represent** proportional relationships by equations.	**Represent** proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	**Represent and explain** proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.
7.RP.A.2d		**Identify** a point (x, y) on the graph of a proportional relationship	**Identify** what a point (x, y) on the graph of a proportional relationship means in terms of the situation, **with special attention to the points (0, 0) and (1, r) where r is the unit rate.**	**Explain** what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	**Explain** what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate, and **apply** this information to solve problems.
7.RP.A.3		**Identify** proportional relationships to solve **one-step** ratio and percent mathematical problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).	**Use** proportional relationships to solve **one-step** ratio and percent problems **(**e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).	**Use** proportional relationships to solve **multi-step** ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).	**Interpret** proportional relationships when solving **multi-step** ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).

Proficiency Scale

Topic 3: Analyze and Solve Percent Problems

Priority Cluster/State Standard:

7.RP.A.: Analyze proportional relationships and use them to solve mathematical problems and problems in real-world context.

- **7.RP.A.2:** Recognize and represent proportional relationships between quantities.
  - c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.*
- **7.RP.A.3:** Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
7.RP.A.2c		**Identify** equations to represent proportional relationships.	**Represent** proportional relationships by equations.	**Represent and solve** proportional relationships by equations.	**Apply** proportional relationships by equations.
7.RP.A.3		**Use** proportional relationships to solve **one-step ratio** problems.	**Use** proportional relationships to **solve one-step ratio and percent problems** (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).	**Use** proportional relationships to **solve multi-step** ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).	**Interpret** proportional relationships when solving multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).

Proficiency Scale
Topic 4: Generate Equivalent Expressions

Priority Cluster/State Standard:

7.EE.A: Use properties of operations to generate equivalent expressions.

- **7.EE.A.1:** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- **7.EE.A.2:** Rewrite an expression in different forms, and understand the relationship between the different forms and their meanings in a problem context. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*

7.EE.B: Solve mathematical problems and problems in real-world context using numerical and algebraic expressions and equations.

- **7.EE.B.3: Solve multi-step mathematical problems and problems** in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers.
- **7.EE.B.4:** Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems.
    - a. Solve word problems leading to equations of the form $px+q = r$ and $p(x+q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
7.EE.A.1		**Identify** properties of operations used to add, subtract, factor, and expand linear expressions with **integer** coefficients.	**Apply** properties of operations as strategies to add, subtract, factor, and expand linear expressions with **integer** coefficients.	**Apply** properties of operations as strategies to add, subtract, factor, and expand linear expressions with **rational** coefficients.	**Apply** properties of operations as strategies to add, subtract, factor, and expand linear expressions with **rational** coefficients and **interpret** the meaning in a real-world context.
7.EE.A.2		**Identify** an expression in different forms.	**Identify** an expression in different forms, and **understand** the relationship between the different forms and their meanings in a problem context. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	**Rewrite** an expression in different forms, and **understand** the relationship between the different forms and their meanings in a problem context. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	**Rewrite** an expression in different forms, and **explain** the relationship between the different forms and their meanings in a problem context. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."

7.EE.B.3		**Solve** multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in one form.	**Solve** multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. **Convert** between forms as appropriate.	**Solve** multi-step mathematical problems and problems in **realworld context** posed with positive and negative rational numbers in any form. **Convert** between forms as appropriate and **assess the reasonableness** of answers.	**Create** problems with a real-world context given multi-step equations with positive and negative rational numbers. **Convert** between forms as appropriate and **interpret** the reasonableness of answers.
7.EE.B.4a		**Solve word problems** leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are integers.	**Solve word problems** leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q , and r are integers. **Solve equations of these forms <u>fluently</u>**.	**Solve word problems** leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. **Solve equations of these forms <u>fluently</u>. Compare an algebraic solution to an arithmetic solution**, **<u>identifying</u> the sequence of the operations** used in each approach.	**Solve real-world problems** leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. **Solve equations of these forms fluently**. **Compare an algebraic solution to an arithmetic solution, <u>explaining</u> the sequence of the operations** used in each approach.

Proficiency Scale

Topic 5: Solve Problems Using Equations and Inequalities

Priority Cluster/State Standard:

7.EE.B: Solve mathematical problems and problems in real-world context using numerical and algebraic expressions and equations.

- **7.EE.B.3: Solve multi-step mathematical problems and problems** in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. *For example, If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50 per hour.*
- **7.EE.B.4:** Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems.
    - a. Solve word problems leading to equations of the form $px+q = r$ and $p(x+q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
    - b. Solve word problems leading to inequalities of the form $px+q > r$ or $px+q < r$, where p, q, and r are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
7.EE.B.3		**Solve** multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in one form.	**Solve** multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. **Convert** between forms as appropriate.	**Solve** multi-step mathematical problems and problems in real world context posed with positive and negative rational numbers in any form. **Convert** between forms as appropriate **and assess the reasonableness of answers**.	**Create** problems with a real-world context given multi-step equations with positive and negative rational numbers. **Convert** between forms as appropriate **and interpret the reasonableness of answers.**
7.EE.B.4a		**Solve word problems** leading to equations of the form px + q = r and p (x + q) = r , where p, q, and r are integers.	**Solve word problems** leading to equations of the form px + q = r and p (x + q) = r , where p, q , and r are **integers**. **Solve** equations of these forms fluently. **Compare** an algebraic solution to an arithmetic solution, **identifying** the	**Solve word problems** leading to equations of the form px + q = r and p (x + q) = r , where p, q, and r are specific **rational** numbers. **Solve** equations of these forms fluently. **Compare** an algebraic solution to an arithmetic solution,	**Solve real-world problems** leading to equations of the form px + q = r and p (x + q) = r , where p, q, and r are specific **rational** numbers. **Solve** equations of these forms fluently. **Compare** an algebraic solution to an arithmetic solution,

			sequence of the operations used in each approach.	**identifying** the sequence of the operations used in each approach.	**explaining** the sequence of the operations used in each approach.
7.EE.B.4b		Solve **word problems** leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are integers.	Solve **word problems** leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are rational numbers. **Graph the solution set** of the inequality.	Solve **word problems** leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are rational numbers. **Graph the solution set** of the inequality and i**nterpret** it in the context of the problem.	Solve **real-world problems** leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q , and r are rational numbers. **Graph the solution set** of the inequality and **explain** it in the context of the problem.

Proficiency Scale

Topic 8: Solve Problems Involving Geometry

Priority Cluster/State Standard:

7.G.B: Solve mathematical problems and problems in real-world context involving angle measure, area, surface area, and volume.

- **7.G.B.4:** Understand and use the formulas for the area and circumference of a circle to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
7.G.B.4		**Identify** the area and circumference of a circle to solve problems.	**Understand** and **use** the formulas for the area and circumference of a circle to solve problems	**Understand and use** the formulas for the area and circumference of a circle to solve problems; and **explain** the relationship between the circumference and area of a circle.	**Understand and use** the formulas for the area and circumference of a circle to solve problems **and interpret the solution**; **apply** the relationship between the circumference and area of a circle to solve problems.

Proficiency Scale

Topic 6: Use Sampling to Draw Inferences About Populations

Priority Cluster/State Standard:

7.SP.B: Draw informal comparative inferences about two populations.

- **7.SP.B.3:** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
- **7.SP.B.4:** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
7.SP.B.3		**Compare** the degree of visual overlap of two numerical data distributions with similar variabilities	**Informally assess** the degree of visual overlap of two numerical data distributions with similar variabilities.	**Informally assess** the degree of visual overlap of two numerical data distributions with similar variabilities, **measuring the difference between the centers by expressing it as a multiple of a measure of variability.**	**Interpret** the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
7.SP.B.4		**Identify** measures of center and measures of variability for numerical data from random samples for two populations.	**Use** measures of center and measures of variability for numerical data from random samples **to identify informal comparative inferences** about two populations.	**Use** measures of center and measures of variability for numerical data from random samples **to draw informal comparative inferences** about two populations.	**Interpret** measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.

Proficiency Scale

Topic 7: Probability

Priority Cluster/State Standard:

No priority standards for this topic.

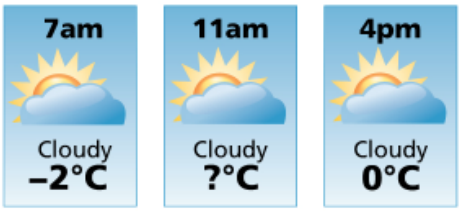
Examples for Proficient Level (3):

7.NS.A.1a, Lesson 1-1

Samuel has $20 in his savings account before he makes a deposit of $160. After 2 weeks, he withdraws $160. How did Samuel's savings account balance change?

7.NS.A.1b, Lesson 1-1

One winter morning, the temperature was −2°C. By 11:00 A.M., the temperature had decreased by 3°. At 4:00 P.M., the temperature reached 0°C. What integer represents the temperature change from 11:00 A.M. to 4:00 P.M.?

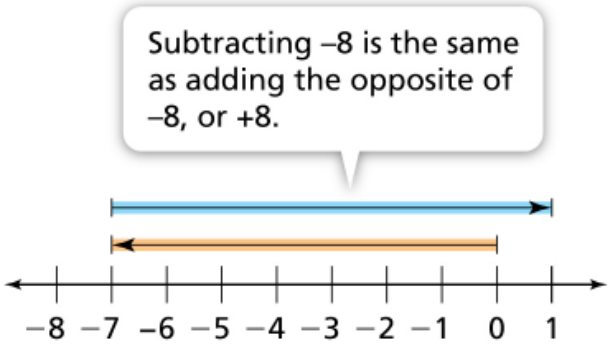


7.NS.A.1c, Lesson 1-4

Find −7 − (−8).

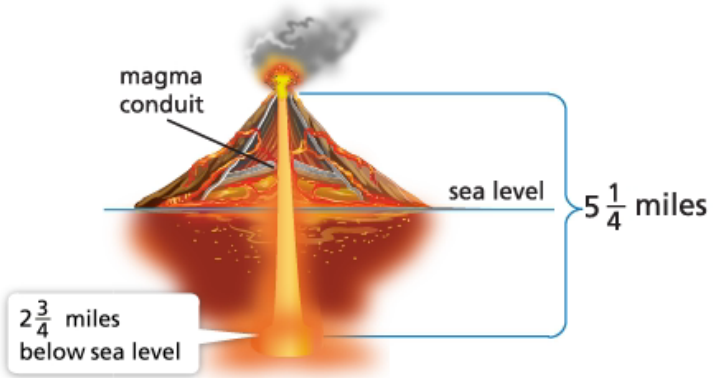
Write −7 − (−8) as an equivalent addition expression, then add.

−7 + (8)



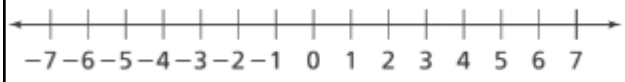
7.NS.A.1d, Lesson 1-5

Lava flows from an active volcano's magma reservoir located below sea level through the magma conduit. How far is the summit of the volcano from sea level?



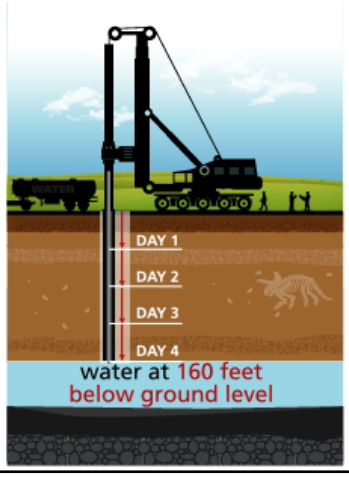
7.NS.A.2a, Lesson 1-6

Represent $2 \cdot (-3)$ on the number line.



7.NS.A.2b, Lesson 1-8

A machine drill is used to access water under the ground. If the machine drills the same distance each day, what is the change in the location of the bottom of the hole each day?



7.NS.A.2c, Lesson 1-10

Kevin played a trivia game. Each correct answer is worth $2\frac{1}{4}$ points, and each incorrect answer is worth $-\frac{1}{2}$ point. What was Kevin's score?

7.NS.A.2.d, Lesson 1-2

Explain whether each of the following is a rational number.

a. -6.382

The decimal terminates, so this is a rational number.

b. $1.539\overline{981}$

The digits 8 and 1 repeat infinitely, so this is a rational number.

c. 0.43524982...

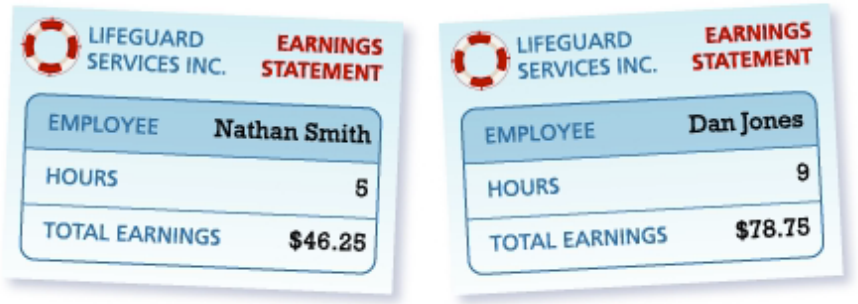
The decimal does not terminate and the digits do not repeat, so this is **NOT** a rational number.

Topic 2: Analyze and Use Proportional Relationships

Examples for Proficient Level (3):

7.RP.A1, Lesson 2-1

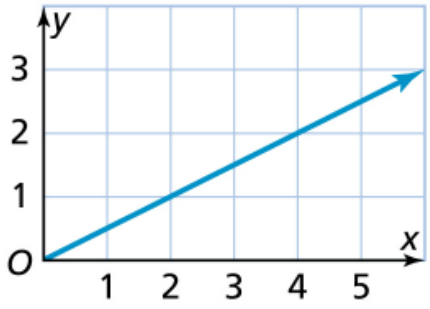
Nathan and Dan were both hired as lifeguards for the summer. They receive their paychecks for the first week. Who earns more per hour?

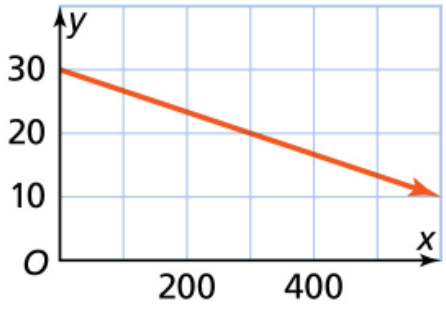


7.RP.A.2a, Lesson 2-5

Explain why each graph does or does not show a proportional relationship.

Click on each graph for more information.





7.RP.A.2b, Lesson 2-4

Maria made two batches of fruit punch. The table at the right shows how many quarts of juice she used for each batch. Write an equation that relates the proportional quantities.

Apple Juice (x)	Grape Juice (y)	Grape Juice / Apple Juice ($\frac{y}{x}$)
5	8	
10	16	

Convince Me! How does the equation change if the amount of grape juice is the independent variable, x, and the amount of apple juice is the dependent variable, y?

The constant of proportionality is ____.

An equation that represents this proportional relationship is $y =$ ____ x.

7.RP.A.2c, Lesson 2-6

Marco needs to buy some cat food. At the nearest store, 3 bags of cat food cost $15.75. How much would Marco spend on 5 bags of cat food?

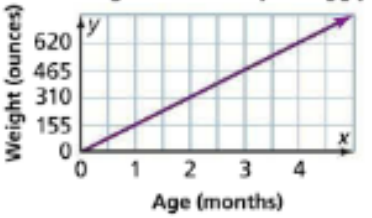
7.RP.A.2d, Lesson 2-6

Make Sense and Persevere The weights of Michael's and Brittney's new puppies are shown in the table and graph. Whose dog gains weight more quickly? Explain. MP.1

Weight of Michael's Puppy

Age (months)	1	2	3
Weight (pounds)	8.6	17.2	25.8

Weight of Brittney's Puppy



7.RP.A.3, Lesson 2-6

EXAMPLE 1 **Use Proportional Reasoning to Solve a Problem**

Scan for Multimedia

The ratio of collectible cards DeShawn owns to cards that Stephanie owns is 5:2. Stephanie has 36 cards. How will the ratio of DeShawn's cards to Stephanie's cards change if they both sell half their cards? Explain.

Make Sense and Persevere
How can you use proportional reasoning to compare the quantities of cards? MP.1

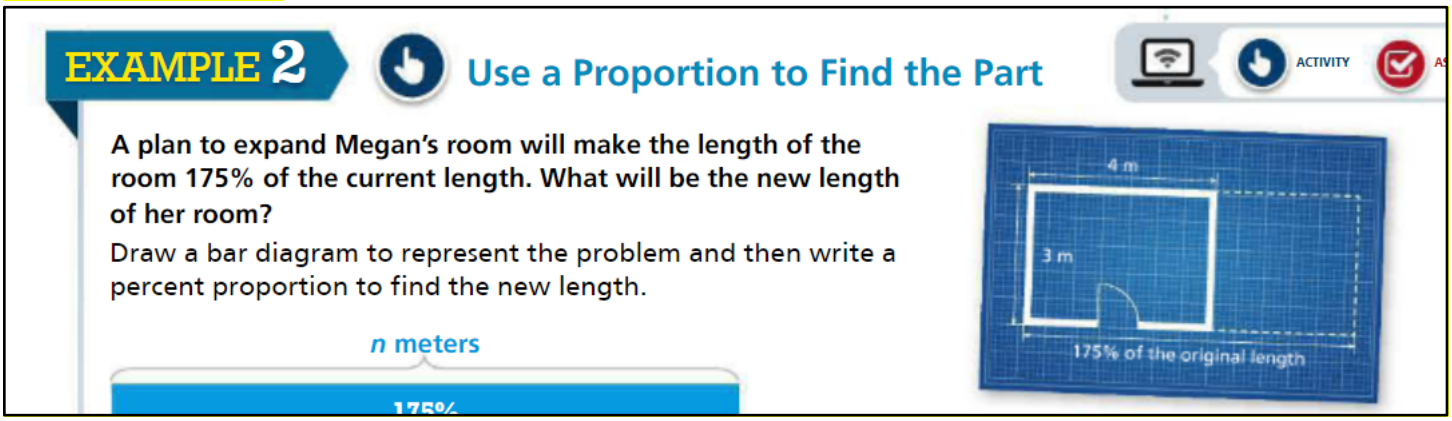
DeShawn's Cards

Stephanie's Cards

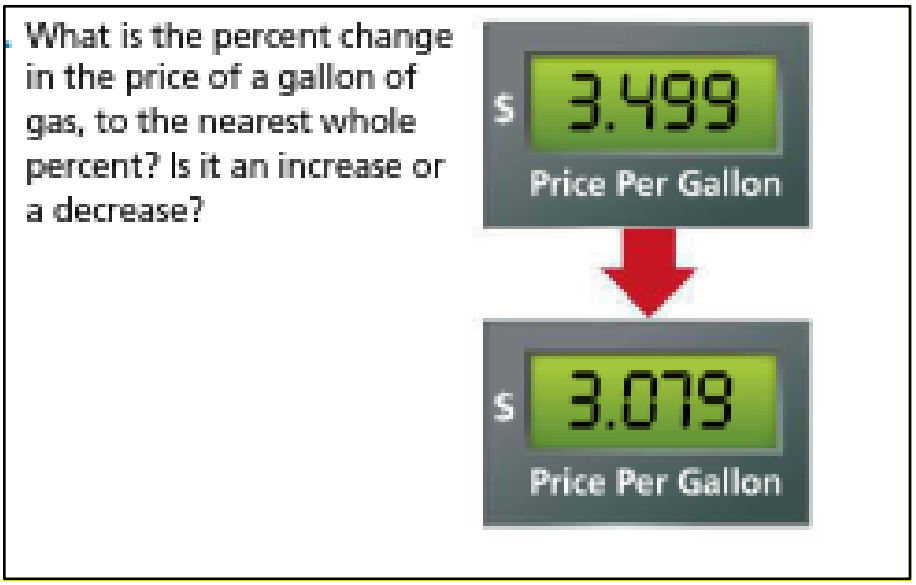
Topic 3: Analyze and Solve Percent Problems

Examples for Proficient Level (3):

7.RP.A.2c, Lesson 3-2



7.RP.A.3, Lesson 3-4



Topic 4: Generate Equivalent Expressions

Examples for Proficient Level (3):

7.EE.A.1, Lesson 4-4

Use the Distributive Property to expand the expression $x(-2 - 0.5y)$.

EXAMPLE 2

Factor Expressions with Negative Coefficients

ACTIVITY ASSESS

Rodrigo and Jordan each factor the expression $-2x - 6$. Who factored the expression correctly?

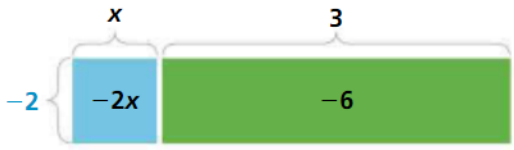
Rodrigo uses a positive common factor, 2, to factor the expression.

2 is a common factor of $-2x$ and -6.

$2(-x - 3) = -2x - 6$

Jordan uses a negative common factor , -2, to factor the expression.

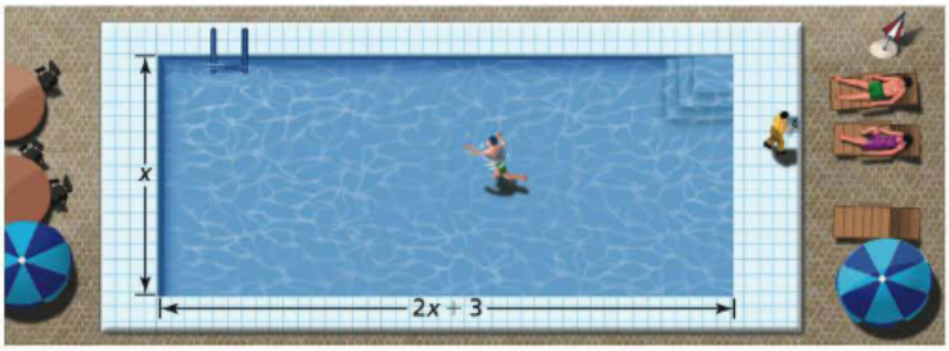
-2 is a common factor of $-2x$ and -6.



$-2(x + 3) = -2x - 6$

7.EE.A.2, Lesson 4-5

15. Higher Order Thinking A hotel manager is adding a tile border around the hotel's rectangular pool. Let x represent the width of the pool, in feet. The length is 3 more than 2 times the width, as shown. Write two expressions that give the perimeter of the pool.



7.EE.B.3, Lesson 4-1

The expression $9.99d + 12.99c$ can be used to find the total cost of d pounds of almonds and c pounds of cashews. How much does it cost to buy $1\frac{1}{2}$ pounds of almonds and $2\frac{1}{2}$ pounds of cashews?

Evaluate the expression for the given values.

Total cost of almonds

Total cost of cashews

7.EE.B.4a, Lesson 4-1

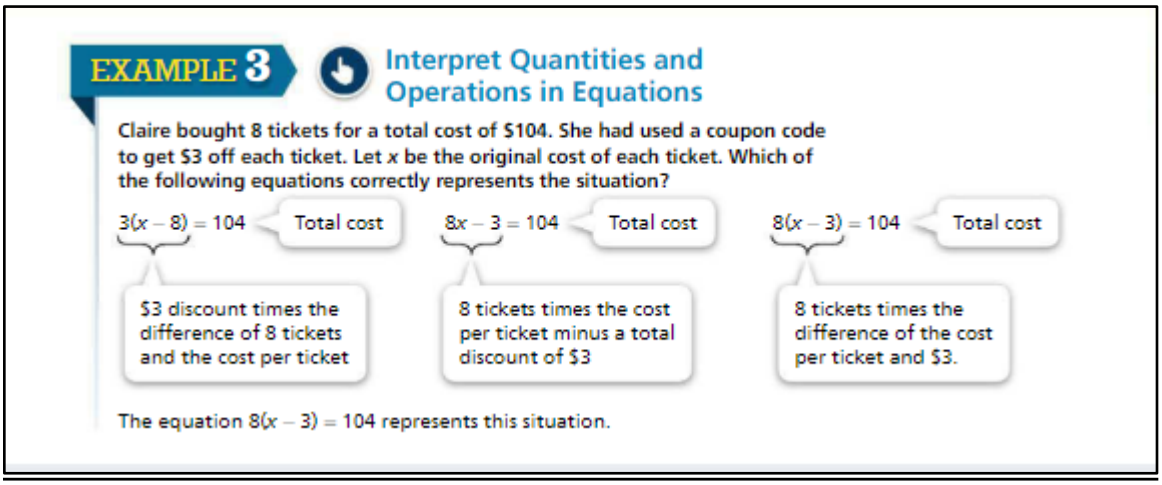
7. The expression $-120 + 13m$ represents a submarine that began at a depth of 120 feet below sea level and ascended at a rate of 13 feet per minute. What was the depth of the submarine after 6 minutes?

Topic 5: Solve Problems Using Equations and Inequalities

Examples for Proficient Level (3):

7.EE.B.3, 3-ACT Math Lesson

7.EE.B.4a, Lesson 5-1



7.EE.B.4a, Lesson 5-2

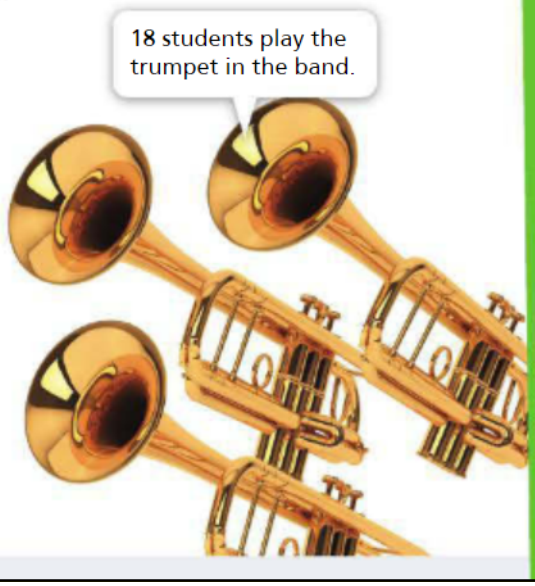
EXAMPLE 3 Compare Algebraic and Arithmetic Solutions

The number of trumpet players is 2 more than $\frac{1}{4}$ of the entire band. How many students are in the band?

An algebraic and an arithmetic solution are shown to find b, the total number of students in the band.

Algebraic Solution		Arithmetic Solution
$\frac{1}{4}b + 2 = 18$		
$\frac{1}{4}b + 2 - 2 = 18 - 2$	Subtract 2.	$4 \cdot (18 - 2)$
$\frac{1}{4}b = 16$		
$\frac{4}{1} \cdot \frac{1}{4}b = \frac{4}{1} \cdot 16$	Multiply by 4.	$4 \cdot (16)$
$b = 64$		64

So, there are 64 students in the band.



7.EE.B.4b, Lesson 5-5

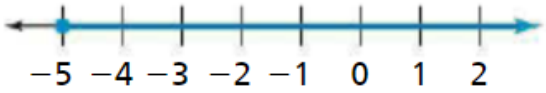
EXAMPLE 2 Solve Inequalities Using Division by a Negative Value

Solve the inequality $-3.4m \leq 17$. Then graph the solution.

$-3.4m \leq 17$

$\frac{-3.4m}{-3.4} \geq \frac{17}{-3.4}$ Use the inverse relationship between multiplication and division and the *Division Property of Inequality* to isolate the variable.

$m \geq -5$ Dividing by a negative value reverses the inequality symbol.

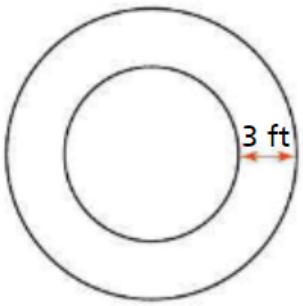


Topic 8: Solve Problems Involving Geometry

Examples for Proficient Level (3):

7.G.B.4, Lesson 8-5

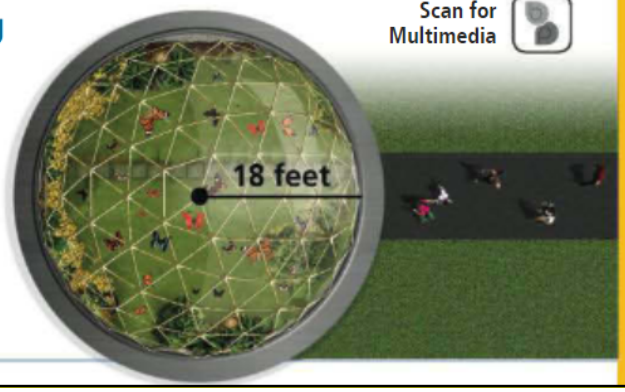
13. Make Sense and Persevere The circumference of the inner circle is 44 feet. The distance between the inner circle and the outer circle is 3 feet. By how many feet is the circumference of the outer circle greater than the circumference of the inner circle? Use $\frac{22}{7}$ for π. Round to the nearest hundredth of a foot. MP.1



EXAMPLE 1 **Solve Problems Involving the Area of a Circle**

Scan for Multimedia

The floor of a new butterfly conservatory will be a circle with an 18-foot radius. The material for the floor will cost $3.95 per square foot. About how much will the floor cost?



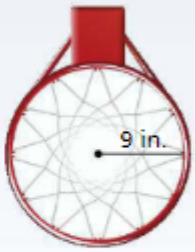
Try It!

What is the circumference of the rim of a basketball hoop with a radius of 9 inches?

First, multiply the radius by ____ to get the diameter, ____ inches.

Then, multiply the diameter by 3.14 (an approximation for π) to get a circumference of about ____ inches.

Convince Me! If the diameter is doubled, what happens to the circumference? Explain.



442 **8-5** Solve Problems Involving Circumference of a Circle

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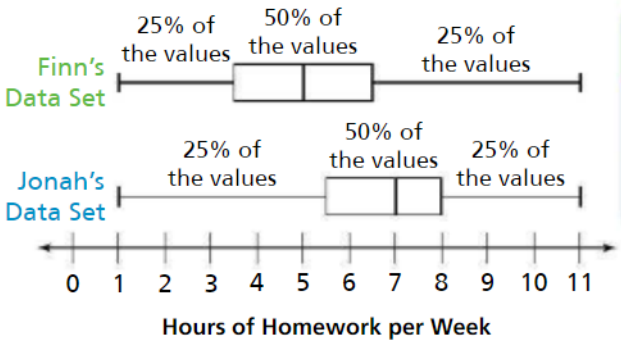
Topic 6: Sampling to Draw Inferences About Populations

Examples for Proficient Level (3):

7.SP.B.3, Lesson 6-3

EXAMPLE 2 Draw Inferences Using Median and Interquartile Range

Finn and Jonah analyze the measures of center and variability of the data they collected. Do these measures support Finn's assessment of the two data sets in Example 1?



	First Quartile	Median	Third Quartile	Interquartile Range
Finn's Data Set	$3\frac{1}{2}$	5	$6\frac{1}{2}$	3
Jonah's Data Set	$5\frac{1}{2}$	7	8	$2\frac{1}{2}$

EXAMPLE 1 Use Dot Plots to Compare Populations

Scan for Multimedia

Quinn collects data from a random sample of 20 seventh-grade students who participate in a youth fitness program. She compares the number of curl-ups each student completed in thirty seconds last year and this year. What can Quinn infer from her comparison of the data sets?

Number of Curl-Ups That 20 Students Completed

Last Year	20	27	21	26	22	25	23	23	26	23	24	24	25	24	22	24	23	24	21	25
This Year	21	30	22	24	29	26	28	26	30	27	27	29	27	28	25	28	25	28	29	23

7.SP.B.4, Lesson 6-4

Quinn computes the mean and mean absolute deviation (MAD) for each data set. How do these measures support Quinn's inference from the data displays?

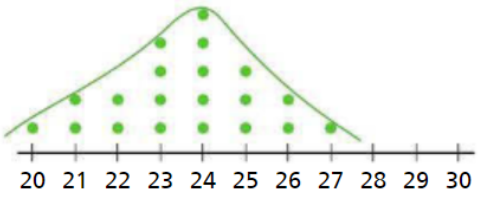
	Mean	MAD
Curl-Ups Completed Last Year	23.6	1.4
Curl-Ups Completed This Year	26.6	2.1

The mean can be used to describe the data because the data sets do not have outliers.

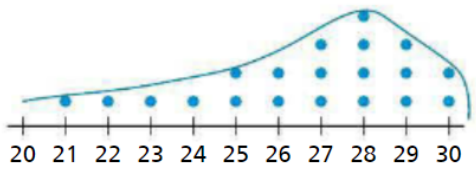
The mean number of curl-ups completed this year is greater than the mean number of curl-ups completed last year. This supports Quinn's inference.

The mean absolute deviation is greater for the number of

Curl-Ups Completed Last Year



Curl-Ups Completed This Year



Algebra 1

Proficiency Scale
Chapter 1-Expressions and Functions

Priority Cluster/State Standard

A1.N-Q.A: Reason quantitatively and use units to solve problems.

A1.N-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 displays, include utilizing real-world context.

A1.A-SSE.A: Interpret the structure of expressions.

A1.A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret expressions by viewing one or more of their parts as a single entity.

A1.A-SSE.A.2 Use structure to identify ways to rewrite numerical and polynomial expressions. Focus on polynomial multiplication and factoring patterns.

A1.A-CED.A Create equations that describe numbers or relationships**.**

A1.A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.**

A1.F-IF.A Understand the concept of a function and use function notation.

A1.F-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).

A1.F-IF.A.2 Evaluate a function for inputs in the domain, and interpret statements that use function notation in terms of a context.

A1.F-IF.B Interpret functions that arise in applications in terms of the context

A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-IF.C Analyze functions using different representation**s**

A1.F-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.

Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-IF.C.8 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 of a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.N-Q.A.1		**Choose** an appropriate quantity or scale in a real-world context.	**Determine** appropriate quantities or scale in a real-world context	**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	Determine, use, and **interpret** appropriate quantities or scale to solve problems in a real-world context.

				scale and the origin in graphs and data displays, include utilizing real-world context.	
A1.A-SSE.A.1		**Interpret defined linear functional relationships or expressions** in terms of a mathematical or a real world context.	**Interpret linear, quadratic, or exponential functional relationships or expressions** in terms of a mathematical or a real world context.	**Interpret, compare, and/or relate linear, quadratic, or exponential functional** relationships or expressions in terms of a mathematical or a real-world context.	**Interpret, compare, and/or relate** any course appropriate functional relationships or expressions in terms of a mathematical or a real world context.
A1.A-SSE.A.2		**Write equivalent numerical expressions** in one variable, using addition, subtraction, and multipication.	**Write equivalent numerical and polynomial** expressions in one variable, using addition, subtraction, and muliplication.	**Use structure** to identify ways to rewrite numerical and polynomial expressions.	**Write and analyze** equivalent numerical and polynomial expressions in one variable, using addition, subtraction, multiplication and factoring, including multi-step problems.
A1.A-CED.A.2		**Identify linear equations in one variable** to solve problems.	**Create linear equations in one variable** to solve problems; **graph equations** on coordinate axes with labels and scales.	**Create equations in two or more variables** to represent relationships between quantities; **graph equations** on coordinate axes with labels and scales.	**Create equations** in one or two variables and **use them to solve problems**. **Explain** how a created equation or inequality models a context.
A1.F-IF.A.1		Identify the domain and range of a function given in **numeric form**.	Determine the domain and range of a linear, quadratic, or exponential function given in	Determine the domain and/or range of a function **representing a real-world context.**	Determine the domain and/or range of a function representing a real-world context in problems **relating multiple**

			numeric, **graphic**, or **algebraic** form		**grade-level concepts.**
A1.F-IF.A.2		**Evaluate** functions for inputs in their domain	**Use and evaluate** functions for inputs in their domain.	Use, evaluate, and **interpret** functions for inputs in their domain in terms of real-world context.	Use, evaluate, and interpret functions for inputs in their domain that **require a complex line of reasoning**.
A1.F-IF.B.4		**Identify the properties of linear functions** represented algebraically, graphically, or numerically in tables.	**Graph linear and quadratic functions** and identify key features.	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. Include problem-solving opportunities **utilizing real-world context**.	Accurately sketch graphs, showing key features, given a verbal description of the relationship, **including piecewise defined and step functions.**
A1.F-IF.C.7		**Graph or identify** the graph of a **linear** function	**Graph or identify** the graph of a **linear, exponential, or quadratic** functions.	Graph functions expressed **symbolically and show key features of the graph**, by hand in simple cases and using technology for more complicated cases.	Graph or identify the graph of any **course appropriate function** and analyze the graph.
A1.F-IF.C.8		Identify x-intercepts of a quadratic function, **given its graph.**	Graph quadratic functions using **technology and identify their roots.**	**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	**Given a context, writes and analyzes** a linear or quadratic function.

				quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a real-world context.	

Proficiency Scale

Chapter 2-Linear Equations

Priority Cluster/State Standard

A1.A-CED.A Create equations that describe numbers or relationships**.**

- **A1.A-CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).
- **A1.A-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.

A1.A-REI.B Solve equations and inequalities in one variable.

- **A1.A-REI.A.1** Explain each step in solving linear and quadratic equations 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.
- **A1.A-REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.A-CED.A.1		**Choose** a representation that models a **linear** relationship between quantities.	**Choose a representation** that models a linear or an **exponential** relationship between quantities.	**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.	**Create mathematical representations** that model relationships between quantities **relating multiple grade-level concepts** and when prompted **use the representation** to make further decisions about mathematical and real-world problems.
A1.A-CED.A.4		Solve **linear** equations, inequalities, and systems of equations that entail little procedural demand.	Solve **quadratic** equations by factoring where the leading coefficient equals 1 and b and c are integers, by taking square roots, the quadratic formula, or graphing and solve linear equations, inequalities, and systems of equations.	**Rearrange formulas** to highlight a quantity of interest, using the same reasoning as in solving equations.	**Solve equations, inequalities, and systems of equations/inequalities**, including literal equations, that require the use of a combination of procedures, or require perseverance.

A1.A-REI.A.1		**Understand** the progression of steps given to determine a solution to a linear or quadratic equation.	**Identify the reasoning for a step in the solution process** for a linear or quadratic equation**.**	**Explain each step in solving linear and quadratic equations** 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.	**Critique the reasoning used** to determine a solution.
A1.A-REI.B.3		Solve **linear** equations, inequalities, and systems of equations that entail little procedural demand.	Solve **quadratic** equations by factoring where the leading coefficient equals 1 and b and c are integers, by taking square roots, the quadratic formula, or graphing and solve linear equations, inequalities, and systems of equations.	Solve **linear equations and inequalities** in one variable, including equations with coefficients represented by letters.	**Solve equations, inequalities, and systems of equations/inequalities**, including literal equations, that require the use of a combination of procedures, or require

Proficiency Scale

Chapter 3- Linear and Nonlinear Functions

Priority Cluster/State Standard

A1.N-Q.A: Reason quantitatively and use units to solve problems.

- **A1.N-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 displays, include utilizing real-world context.

A1.A-CED.A Create equations that describe numbers or relationships**.**

- **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.**

A1.A-REI.D Represent and solve equations and inequalities graphically.

- **A1.A-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.

A1.F-IF.B Interpret functions that arise in applications in terms of the context

- **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).
- **A1.F-IF.B.6** Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-IF.C Analyze functions using different representation**s**

- **A1.F-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.b Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems.

- **A1.F-LE.A.1** 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.

- **A1.F-LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.

A1.F-BF.A Build a function that models a relationship between two quantities.

- **A1.F-BF.A.1** Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-BF.B Build new functions from existing functions.

- **A1.F-BF.B.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.N-Q.A.1		**Choose** an appropriate quantity or scale in a real-world	**Determine** appropriate quantities or scale in a real-world	**Use** units as a way to understand problems and to guide the solution	Determine, use, and **interpret** appropriate quantities or scale

		context.	context	of multi-step problems; choose and interpret units consistently in formulas; **choose and interpret** the scale and the origin in graphs and data displays, include utilizing real-world context.	to solve problems in a real-world context.
A1.A-CED.A.2		**Identify linear equations in one variable** to solve problems.	**Create linear equations in one variable** to solve problems; **graph equations** on coordinate axes with labels and scales.	**Create equations in two or more variables** to represent relationships between quantities; **graph equations** on coordinate axes with labels and scales.	**Create equations** in one or two variables and **use them to solve problems**. **Explain** how a created equation or inequality models a context.
A1.A-REI.D.10		**Recognize** that an equation in two variables relates one quantity to another.	**Identify** ordered pairs that are solutions to an equation and graph the points on a coordinate plane.	**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.	**Interpret** the solutions in terms of a mathematical or a real-world context.
A1.F-IF.B.4		Interpret the key features, in terms of a mathematical or a real-world context, of **linear** functions when given the graph.	Interpret the key features, in terms of a mathematical or a real-world context, of linear, **quadratic, or exponential functions**, when given the graph.	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. Include problem-solving opportunities **utilizing real-world context**.	Interpret the key features, in terms of a mathematical or a real-world context, of **course appropriate functions.**

A1.F-IF.B.6		Interpret defined **linear** functional relationships or expressions in terms of a mathematical or a realworld context.	Interpret **linear, quadratic, or exponential** functional relationships or expressions in terms of a mathematical or a realworld context.	**Calculate** and interpret the **average rate of change** of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context.	Interpret, calculate, **compare, and/or relate any course appropriate** functional relationships or expressions in terms of a mathematical or a realworld context.
A1.F-IF.C.7		**Graph or identify** the graph of a **linear** function	**Graph or identify** the graph of a **linear, exponential, or quadratic** functions.	Graph functions expressed **symbolically and show key features of the graph**, by hand in simple cases and using technology for more complicated cases.	Graph or identify the graph of any **course appropriate function** and analyze the graph.
A1.F-LE.A.1		**Analyze a real-world scenario** presented with a data set, to determine whether it could be **represented by a linear function**.	**Analyze a real-world scenario** presented with a data set to determine whether it could be **represented by a linear or exponential function.**	**Distinguish between** situations that can be modeled with **linear functions and with exponential functions**.	**Analyze a real-world scenario or data set** and provide an argument as to why it could be represented by a linear, quadratic, or exponential function.
A1.F-LE.A.2		Choose a representation that models a **linear** relationship between quantities.	Choose a representation that models a linear or an **exponential** relationship between quantities.	**Construct linear and exponential functions**, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.	**Create or choose mathematical representations that model relationships** between quantities relating **multiple grade-level concepts** and when prompted **use the representation to make further decisions** about mathematical and real-world

					problems.
A1.F-BF.A.1		Choose a representation that models a **linear** relationship between quantities	Choose a representation that models a linear or an **exponential** relationship between quantities.	**Write a function that describes a relationship between two quantities.** Determine an explicit expression, a recursive process, or steps for calculation from real-world context.	**Create or choose mathematical representations that model relationships** between quantities **relating multiple grade-level concepts** and **when prompted use the representation to make further decisions** about mathematical and real-world problems.
A1.F-BF.B.3		Select the graph of a function under a **vertical translation.**	Select the graph of a functions under a **vertical and/or a horizontal translation**.	**Identify the effect on the graph** of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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.	**Select, produce, and/or analyze** the graph of a function under **one or more transformations.**

Proficiency Scale

Chapter 4- Equations of Linear Functions

Priority Cluster/State Standard

A1.N-Q.A: Reason quantitatively and use units to solve problems.

- **A1.N-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 displays, include utilizing real-world context.

A1.A-CED.A Create equations that describe numbers or relationships**.**

- **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.**

A1.A-REI.D Represent and solve equations and inequalities graphically.

- **A1.A-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.

A1.F-IF.B Interpret functions that arise in applications in terms of the context

- **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).
- **A1.F-IF.B.6** Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-IF.C Analyze functions using different representation**s**

- **A1.F-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.b Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems.

- **A1.F-LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.

A1.F-BF.B Build new functions from existing functions.

- **A1.F-BF.B.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.N-Q.A.1		**Choose** an appropriate quantity or scale in a real-world context.	**Determine** appropriate quantities or scale in a real-world context	**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	Determine, use, and **interpret** appropriate quantities or scale to solve problems in a real-world context.

				and data displays, include utilizing real-world context.	
A1.A-CED.A.2		**Identify linear equations in one variable** to solve problems.	**Create linear equations in one variable** to solve problems; **graph equations** on coordinate axes with labels and scales.	**Create equations in two or more variables** to represent relationships between quantities; **graph equations** on coordinate axes with labels and scales.	**Create equations** in one or two variables and **use them to solve problems**. **Explain** how a created equation or inequality models a context.
A1.A-REI.D.10		**Recognize** that an equation in two variables relates one quantity to another.	**Identify** ordered pairs that are solutions to an equation and graph the points on a coordinate plane.	**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.	**Interpret** the solutions in terms of a mathematical or a real-world context.
A1.F-IF.B.4		Interpret the key features, in terms of a mathematical or a real-world context, of **linear** functions when given the graph.	Interpret the key features, in terms of a mathematical or a real-world context, of linear, **quadratic, or exponential functions**, when given the graph.	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. Include problem-solving opportunities **utilizing real-world context**.	Interpret the key features, in terms of a mathematical or a real-world context, of **course appropriate functions.**
A1.F-IF.B.6		Interpret defined **linear** functional relationships or expressions in terms of a mathematical or a real world context.	Interpret **linear, quadratic, or exponential** functional relationships or expressions in terms of a mathematical or a	**Calculate** and interpret the **average rate of change** of a continuous function (presented symbolically or as	Interpret, calculate, **compare, and/or relate any course appropriate** functional relationships or expressions in

			real world context.	a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context.	terms of a mathematical or a real world context.
A1.F-IF.C.7		**Graph or identify** the graph of a **linear** function	**Graph or identify** the graph of a **linear, exponential, or quadratic** functions.	Graph functions expressed **symbolically and show key features of the graph**, by hand in simple cases and using technology for more complicated cases.	Graph or identify the graph of any **course appropriate function** and analyze the graph.
A1.F-LE.A.2		Choose a representation that models a **linear** relationship between quantities.	Choose a representation that models a linear or an **exponential** relationship between quantities.	**Construct linear and exponential functions**, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.	**Create or choose mathematical representations that model relationships** between quantities relating **multiple grade-level concepts** and when prompted **use the representation to make further decisions** about mathematical and real-world problems.
A1.F-BF.B.3		Select the graph of a function under a **vertical translation.**	Select the graph of a functions under a **vertical and/or a horizontal translation**.	**Identify the effect on the graph** of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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.	**Select, produce, and/or analyze** the graph of a function under **one or more transformations.**

Proficiency Scale

Chapter 5- Linear Inequalities

Priority Cluster/State Standard

A1.A-CED.A Create equations that describe numbers or relationships**.**

- **A1.A-CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.A-REI.B Solve equations and inequalities in one variable.

- **A1.A-REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.A-CED.A.1		**Choose** a representation that models a **linear** relationship between quantities.	**Choose a representation** that models a linear or an **exponential** relationship between quantities.	**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.	**Create mathematical representations** that model relationships between quantities **relating multiple grade-level concepts** and when prompted **use the representation** to make further decisions about mathematical and real-world problems.
A1.A-REI.B.3		Solve **linear** equations, inequalities, and systems of equations that entail little procedural demand.	Solve **quadratic** equations by factoring where the leading coefficient equals 1 and b and c are integers, by taking square roots, the quadratic formula, or graphing and solve linear equations, inequalities, and systems of equations.	Solve **linear equations and inequalities** in one variable, including equations with coefficients represented by letters.	**Solve equations, inequalities, and systems of equations/inequalities**, including literal equations, that require the use of a combination of procedures, or require

Proficiency Scale

Chapter 6- Systems of Linear Equations and Inequalities

Priority Cluster/State Standard

A1.A-CED.A Create equations that describe numbers or relationships.

- **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **A1.A-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**.**

A1.A-REI.D Represent and solve equations and inequalities graphically.

- **A1.A-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). Focus on cases where $f(x)$ and/or $g(x)$ are linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.A-CED.A.2		**Identify linear equations in one variable** to solve problems.	**Create linear equations in one variable** to solve problems; **graph equations** on coordinate axes with labels and scales.	**Create equations in two or more variables** to represent relationships between quantities; **graph equations** on coordinate axes with labels and scales.	**Create equations** in one or two variables and **use them to solve problems**. **Explain** how a created equation or inequality models a context.
A1.A-CED.A.3		**Classify** possible solutions to a system of equations as viable or non-viable.	Given constraints **identify** solutions to a system and classify them as viable or non-viable options.	**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**.**	**Critique** effect of constraints on a real world modeling situation.
A1.A-REI.D.11		Given a graph of $y = g(x)$ and $y = f(x)$, **use integer-valued coordinates to name a point of intersection.**	**Identify** the solution(s) to $f(x) = g(x)$, where $f(x)$ and $g(x)$ are **linear functions.**	**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	**Explain why the graph of an equation in two variables** is the set of all its solutions. **Represent coincidental linear equations** as multiples of each other.

				approximately.	

Proficiency Scale

Chapter 7- Exponents and Exponential Functions

Priority Cluster/State Standard

A1.A-SSE.A: Interpret the structure of expressions.

- **A1.A-SSE.A.2** Use structure to identify ways to rewrite numerical and polynomial expressions. Focus on polynomial multiplication and factoring patterns.

A1.A-CED.A Create equations that describe numbers or relationships**.**

- **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.**

A1.A-REI.D Represent and solve equations and inequalities graphically.

- **A1.A-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). Focus on cases where $f(x)$ and/or $g(x)$ are linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-IF.B Interpret functions that arise in applications in terms of the context

- **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-BF.B Build new functions from existing functions.

- **A1.F-BF.B.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems.

- **A1.F-LE.A.1** 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.
  b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **A1.F-LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.

A1.F-LE.B Interpret expressions for functions in terms of the situation they model.

- **A1.F-LE.B.5** Interpret the parameters in a linear or exponential function with integer exponents utilizing real world context.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.A-SSE.A.2		**Write equivalent <u>numerical expressions</u>** in one variable, using addition, subtraction, and multipication.	**Write equivalent <u>numerical and polynomial</u>** expressions in one variable, using addition, subtraction, and muliplication.	**Use structure** to identify ways to rewrite numerical and polynomial expressions.	**Write and analyze** equivalent numerical and polynomial expressions in one variable, using addition, subtraction, multiplication and factoring,

					including multi-step problems.
A1.A-CED.A.2		**Identify linear equations in one variable** to solve problems.	**Create linear equations in one variable** to solve problems; **graph equations** on coordinate axes with labels and scales.	**Create equations in two or more variables** to represent relationships between quantities; **graph equations** on coordinate axes with labels and scales.	**Create equations** in one or two variables and **use them to solve problems**. **Explain** how a created equation or inequality models a context.
A1.A-REI.D.11		Given a graph of $y = g(x)$ and $y = f(x)$, **use integer-valued coordinates to name a point of intersection.**	**Identify** the solution(s) to $f(x) = g(x)$, where $f(x)$ and $g(x)$ are **linear functions.**	**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.	**Explain why the graph of an equation in two variables** is the set of all its solutions. **Represent coincidental linear equations** as multiples of each other.
A1.F-IF.B.4		Interpret the key features, in terms of a mathematical or a real-world context, of **linear** functions when given the graph.	Interpret the key features, in terms of a mathematical or a real-world context, of linear, **quadratic, or exponential functions**, when given the graph.	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. Include problem-solving opportunities **utilizing real-world context**.	Interpret the key features, in terms of a mathematical or a real-world context, of **course appropriate functions.**
A1.F-BF.B.3		Select the graph of a function under a **vertical translation.**	Select the graph of a functions under a **vertical and/or a horizontal translation**.	**Identify the effect on the graph** of replacing $f(x)$ by $f(x) + k$, $k f(x)$, and $f(x+k)$ for specific values of k (both positive and	**Select, produce, and/or analyze** the graph of a function under **one or more transformations.**

				negative); **find the value of *k*** given the graphs. **Experiment with cases and illustrate an explanation** of the effects on the graph.	
A1.F-LE.A.1		**Analyze a real-world scenario** presented with a data set, to determine whether it could be **represented by a linear function**.	**Analyze a real-world scenario** presented with a data set to determine whether it could be **represented by a linear or exponential function.**	**Distinguish between** situations that can be modeled with **linear functions and with exponential functions**.	**Analyze a real-world scenario or data set** and provide an argument as to why it could be represented by a linear, quadratic, or exponential function.
A1.F-LE.A.2		Choose a representation that models a **linear** relationship between quantities.	Choose a representation that models a linear or an **exponential** relationship between quantities.	**Construct linear and exponential functions**, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.	**Create or choose mathematical representations that model relationships** between quantities relating **multiple grade-level concepts** and when prompted **use the representation to make further decisions** about mathematical and real-world problems.
A1.F-LE.B.5		**Interpret defined linear functional relationships** or expressions in terms of a mathematical or a real world context.	**Interpret linear, quadratic, or exponential functional relationships** or expressions in terms of a mathematical or a real world context.	**Interpret the parameters in a linear or exponential function** with integer exponents utilizing real world context.	**Interpret, compare, and/or relate any course appropriate functional relationships** or expressions in terms of a mathematical or a real world context**.**

Proficiency Scale

Chapter 8- Polynomials

Priority Cluster/State Standard

A1.A-SSE.A: Interpret the structure of expressions.

- **A1.A-SSE.A.1** Interpret expressions that represent a quantity in terms of its context.
  a. Interpret parts of an expression, such as terms, factors, and coefficients.
  b. Interpret expressions by viewing one or more of their parts as a single entity.
- **A1.A-SSE.A.2** Use structure to identify ways to rewrite numerical and polynomial expressions. Focus on polynomial multiplication and factoring patterns.

A1.A-SSE.B Write expressions in equivalent forms to solve problems.

- **A1.A-SSE.B.3** 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.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.A-SSE.A.1	**Interpret defined linear functional relationships or expressions** in terms of a mathematical or a real world context.	**Interpret linear, quadratic, or exponential functional relationships or expressions** in terms of a mathematical or a real world context.	**Interpret, compare, and/or relate linear, quadratic, or exponential functional** relationships or expressions in terms of a mathematical or a real-world context.	**Interpret, compare, and/or relate** any course appropriate functional relationships or expressions in terms of a mathematical or a real world context.	**Interpret defined linear functional relationships or expressions** in terms of a mathematical or a real world context.
A1.A-SSE.A.2		**Write equivalent numerical expressions** in one variable, using addition, subtraction, and multipication.	**Write equivalent numerical and polynomial** expressions in one variable, using addition, subtraction, and muliplication.	**Use structure** to identify ways to rewrite numerical and polynomial expressions.	**Write and analyze** equivalent numerical and polynomial expressions in one variable, using addition, subtraction, multiplication and factoring, including multi-step problems.
A1.A-SSE.B.3		**Use the structure of simple expressions and equations** to identify or produce equivalent forms in situations **involving no more than two operations.**	Use the structure of simple expressions and equations to **identify or produce equivalent forms** in situations **involving more**	**Choose and produce an equivalent form of an expression** to reveal and explain properties of the quantity represented by the expression. a. **Factor a**	Use the structure of expressions and equations to **rewrite them in different forms in order** to **make generalizations and draw conclusions.**

			than two operations.	**quadratic expression** to reveal the zeros of the function it defines.	

Proficiency Scale

Chapter 9- Quadratic Functions and Equations

Priority Cluster/State Standard

A1.A-SSE.B Write expressions in equivalent forms to solve problems.

- **A1.A-SSE.B.3** 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.

A1.A-CED.A Create equations that describe numbers or relationships**.**

- **A1.A-CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).
- **A1.A-CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales**.A1.F-IF.B** Interpret functions that arise in applications in terms of the context
- **A1.F-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. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).
- **A1.F-IF.B.6** Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).**A1.F-IF.C** Analyze functions using different representation**s**
- **A1.F-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.b Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-BF.B Build new functions from existing functions.

- **A1.F-BF.B.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, 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. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).

A1.F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems.

- **A1.F-LE.A.1** 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.
  b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
  c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **A1.F-LE.A.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.A-SSE.B.3		**Use the structure of simple expressions and equations** to identify or produce equivalent forms in situations	Use the structure of simple expressions and equations to **identify or produce equivalent forms**	**Choose and produce an equivalent form of an expression** to reveal and explain properties of the quantity	Use the structure of expressions and equations to **rewrite them in different forms in order** to **make generalizations**

		involving no more than two operations.	in situations **involving more than two operations.**	represented by the expression. a. **Factor a quadratic expression** to reveal the zeros of the function it defines.	**and draw conclusions.**
A1.A-CED.A.1		**Choose** a representation that models a **linear** relationship between quantities.	**Choose a representation** that models a linear or an **exponential** relationship between quantities.	**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.	**Create mathematical representations** that model relationships between quantities **relating multiple grade-level concepts** and when prompted **use the representation** to make further decisions about mathematical and real-world problems.
A1.A-CED.A.2		**Identify linear equations in one variable** to solve problems.	**Create linear equations in one variable** to solve problems; **graph equations** on coordinate axes with labels and scales.	**Create equations in two or more variables** to represent relationships between quantities; **graph equations** on coordinate axes with labels and scales.	**Create equations** in one or two variables and **use them to solve problems**. **Explain** how a created equation or inequality models a context.
A1.F-IF.B.4		Interpret the key features, in terms of a mathematical or a real-world context, of **linear** functions when given the graph.	Interpret the key features, in terms of a mathematical or a real-world context, of linear, **quadratic, or exponential functions**, when given the graph.	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. Include problem-solving	Interpret the key features, in terms of a mathematical or a real-world context, of **course appropriate functions.**

				opportunities **utilizing real-world context**.	
A1.F-IF.B.6		Interpret defined **linear** functional relationships or expressions in terms of a mathematical or a realworld context.	Interpret **linear, quadratic, or exponential** functional relationships or expressions in terms of a mathematical or a realworld context.	**Calculate** and interpret the **average rate of change** of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context.	Interpret, calculate, **compare, and/or relate any course appropriate** functional relationships or expressions in terms of a mathematical or a realworld context.
A1.F-IF.C.7		**Graph or identify** the graph of a **linear** function	**Graph or identify** the graph of a **linear, exponential, or quadratic** functions.	Graph functions expressed **symbolically and show key features of the graph**, by hand in simple cases and using technology for more complicated cases.	Graph or identify the graph of any **course appropriate function** and analyze the graph.
A1.F-BF.B.3		Select the graph of a function under a **vertical translation.**	Select the graph of a functions under a **vertical and/or a horizontal translation**.	**Identify the effect on the graph** of replacing $f(x)$ by $f(x) + k$, $k f(x)$, 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.	**Select, produce, and/or analyze** the graph of a function under **one or more transformations.**
A1.F-LE.A.1		**Analyze a real-world scenario** presented with a data set, to determine whether it could be	**Analyze a real-world scenario** presented with a data set to determine whether it could be	**Distinguish between** situations that can be modeled with **linear functions and with**	**Analyze a real-world scenario or data set** and provide an argument as to why it could be

		represented by a linear function.	**represented by a linear or exponential function.**	**exponential functions**.	represented by a linear, quadratic, or exponential function.
A1.F-LE.A.2		Choose a representation that models a **linear** relationship between quantities.	Choose a representation that models a linear or an **exponential** relationship between quantities.	**Construct linear and exponential functions**, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input/output pairs.	**Create or choose mathematical representations that model relationships** between quantities relating **multiple grade-level concepts** and when prompted **use the representation to make further decisions** about mathematical and real-world problems.

Proficiency Scale
Chapter 10- Statistics

Priority Cluster/State Standard

A1.S-ID.A Summarize, represent, and interpret data on a single count or measurement variable.

- **A1.S-ID.A.1** Represent real-value data with plots for the purpose of comparing two or more data sets.
- **A1.S-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.
- **A1.S-ID.A.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of outliers if present.

A1.S-ID.B Summarize, represent and interpret data on two categorical and quantitative variables

- **A1.S-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.

A1.S-ID.C Interpret linear models

- **A1.S-ID.C.8** Compute and interpret the correlation coefficient of a linear relationship.

Standard	No Evidence of Proficiency 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
A1.S-ID.A.1		Represent data with a **dot plot.**	Represent data with plots on a number line with a **dot plot or histogram.**	**Represent** real-value data with plots for the purpose of comparing two or more data sets.	**Choose and justify** the most appropriate plot on a number line.
A1.S-ID.A.2		**Calculate a given** measure of center.	**Choose the most appropriate measure** of center of data sets, considering the shape and spread of the data.	**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.	**Choose and justify the most appropriate measures** of center and spread of the data distribution in two or more data sets.
A1.S-ID.A.3		**Identify** outliers.	Interpret the differences in shape, center, ***or*** spread in the context of the data, including the effects of outliers.	Interpret differences in shape, center, ***and*** spread in the context of the data sets, accounting for possible effects of outliers if present.	**Identify and explain** errors in inferences made based on assumptions about the data.
A1.S-ID.B.5		From a two-way table, **state** relative	Given a two-way table, **calculate** joint,	**Summarize** categorical data for two categories	**Provide evidence to show** possible associations and

		frequencies.	marginal, and conditional relative frequencies of categorical data.	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.	trends in the data.
A1.S-ID.C.8		**Distinguish between** scatter plots that show a negative correlation and scatter plots that show a positive correlation.	Identify a strong or weak correlation **given a correlation coefficient**.	**Compute and interpret** the correlation coefficient of a **linear relationship**.	Compare and contrast the strength of the fit for a **variety of functions.**

Amphitheater Public Schools
Middle School Acceleration Math Flowchart

Math Flowchart to determine student placement in an **ABOVE GRADE LEVEL** course.

	"Foundational Skills for Algebra Success" (6th grade standards)	**"Principles and Proportional Reasoning in Algebra"** (7th grade standards)	**"Introduction to Algebra 1"** (8th grade standards)	**"Algebra 1"** (9th grade standards)	**"Geometry"** (10th grade standards)
Required	Demonstration of 5th grade math proficiency using the ***Everyday Math 4.0*** end of course assessment. (score of 80% or higher)	Demonstration of 6th grade math proficiency using the ***enVision math 2.0*** end of course assessment. (score of 80% or higher)	Demonstration of 7th grade math proficiency using the ***enVision math 2.0*** end of course assessment. (score of 80% or higher)	Demonstration of 8th grade math proficiency using the ***enVision math 2.0*** end of course assessment. (score of 80% or higher)	Demonstration of Algebra 1 proficiency using the ***Glencoe Algebra 1*** end of course assessment. (score of 80% or higher)
Choose One	AASA level: **Proficient** ***or*** NWEA MAP score of **≥233 (MAP 2-5)** or a score of **≥223 (MAP 6+)**.	AASA level: **Proficient** ***or*** NWEA MAP score of **≥232** or higher (MAP 6+).	AASA level: **Proficient** ***or*** NWEA MAP score of **≥244** or higher (MAP 6+).	AASA level: **Proficient** ***or*** NWEA MAP score of **≥250** or higher (MAP 6+).	AASA level: **Proficient** ***or*** NWEA MAP score of **≥250** or higher (MAP 6+).
Additional Support (If necessary)	Teacher Recommendation 6th grade ALEKS: 90% mastery	Teacher Recommendation 7th grade ALEKS: 90% mastery	Teacher Recommendation 8th grade ALEKS: 90% mastery	Teacher Recommendation Algebra 1 ALEKS: 90% mastery	Teacher Recommendation Geometry ALEKS: 90% mastery

Example: A 5th grader ***advancing*** *to* "Principles and Proportional Reasoning in Algebra" (7th grade standards) must follow the criteria outlined within the "Principles and Proportional Reasoning in Algebra" column.

Scope and Sequence: A Pathway to Learning

Physical Science
Learning Sequence 1
7th grade

Introduction

This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary science course that does the following:

- **Prioritizes standards that have a high impact on student learning**
- **Identifies supporting standards for those priorities (if applicable)**
- **Creates equity of learning between sites**
- **Provides an easy-to-follow framework for personalized learning**

The team started by establishing a set of topics and the order in which they are taught in each course. Within each topic, there are one or more phenomena, essential questions and/or tasks, some key vocabulary and concepts, and priority and support standards. This information

serves as a bare minimum for concepts to cover within each topic. As the content experts, teachers then have the freedom to add to and plan inquiry-based units around the framework provided by this document.

Arc of Inquiry

The Science standards are designed to work within the arc of inquiry, as outlined within the state documentation. When creating this scope and sequence, the arc of inquiry was a driving factor in how essential questions/tasks were designed and how phenomena were chosen. In order to have students critically engage with Science content, it is vital to have open-ended, inquiry-based questions and tasks that challenge student thinking and ask them to apply and interact with the concepts they have learned. For more information about the arc of inquiry, refer to the Arizona Science documentation.

Framework for Success

One of the major goals of this scope and sequence is to provide a definitive framework for teachers to design their units. By emphasizing priority standards, homogenizing *some* key concepts and vocabulary, and providing a topic-wide emphasis (essential questions and phenomena), teachers can then focus on creating rigorous, engaging, and creative units while ensuring what one student is learning at one school will be similar to another student at a different school. This framework does not provide fully-scripted lessons. Instead, it frees up teachers to focus more on the "how" of teaching instead of the "what." Each classroom has learners with different needs, so it is of the utmost importance that teachers focus on meeting those learners where they are but still maintain some equity across sites.

Flexible Document

As teachers work with the document throughout the school year, there will inevitably be feedback for improvements, additions, and/or refinement, and that feedback will be crucial for all parties to continue to make decisions focused on student learning. This is a version of a scope and sequence, and may change or evolve to meet the needs of teachers and the district. However, this scope and sequence represents a starting point for future editions and provides a foundation going forward.

Amphitheater, 7th Grade, Physical Science
Tool 4 – 5E Learning Sequence Outline

Should be addressed through every topic/unit:

- **7.P2U1.1 Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and can vary in strength.**

Unit Name: Domo Arigato, Mr. Roboto
Guiding Question: Do robots have to follow the laws of physics?
Instructional Sequence 1: Is it Magic or is it Science?

What science and/or engineering content will be developed during this learning sequence?	**Science and Engineering Practices**	**Core Ideas of Knowing Science**	**Crosscutting Concepts and Connections to Using Science**
Students explore the ideas that objects are able to interact without touch. Energy can travel through open spaces and can be explained by force fields.	**Science and Engineering Practices:** **Foreground** Constructing explanations ● For qualitative relationships between variables ● Apply scientific reasoning to show why the data are adequate for the explanation or conclusion Analyzing and Interpreting Data ● Analyze and interpret data to determine similarities and differences in findings.	**Core Ideas:** **Foreground** **P2: Objects can affect other objects at a distance** ● Forces that act at a distance (gravitations, electric, and magnetic) can be explained by force fields that extend through space and can be mapped by their effect on a test object (a ball, a charged object, or a magnet, respectively) **Objects can affect other objects at a distance**	**Crosscutting Concepts:** **Foreground** Energy and Matter ● Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). Cause and Effect ● Cause and effect relationships may be used to predict phenomena in natural or designed systems. Systems and system models

	Background Asking Questions ● Ask questions that require sufficient and appropriate empirical evidence to answer. Planning and carrying out investigations ● Collect data and generate evidence to answer scientific questions or test design solutions under a range of conditions. **Constructing Explanations and Designing Solutions** ● Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing. ● Undertake design projects, engaging in the design cycle, to construct and implement a solution that meets specific design criteria and constraints. **Obtaining, Evaluating, and Communicating Information** ● Communicate scientific information and/or technical information (e.g. about a proposed object, tool, process,	● Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.	● Complex systems can be analyzed to determine how they function

Tool 4 – 5E Learning Sequence Outline

What connections will be made? **Note**: This information comes from Tool 1			
Standards **Note**: This information comes from Tool 1	**7.P2U1.1 Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and can vary in strength.**		
What prior knowledge is crucial as a foundation for the learning sequence? **Note**: Review the previous grade band(s) for core idea	Students should already have an idea that magnets attract or repel depending on which end of the magnet is facing the other end of the magnet. They should understand that magnets do not have to be in direct contact to exert forces on each other.		
Common Student Ideas **Note**: These ideas come from your experience teaching the topic, and the research on student ideas in science. Sources may include:	Magnets are attractive and repulsive and attract metals Magnets can be strong Magnets can be used to do things		

Tool 4 – 5E Learning Sequence Outline

Atlas of Science Literacy, AAAS *Making Sense of Secondary Science*, Driver	

Amphitheater, 7th Grade, Physical Science
Tool 4 – 5E Learning Sequence Outline

Engage: The teacher or a curriculum task helps students become engaged by a natural phenomenon through the use of short activities that promote curiosity and elicit prior knowledge about the phenomenon and associated concepts. The activity should make connections between past and present learning experiences, expose prior conceptions, and organize students' thinking toward the learning outcomes of activities in the instructional sequence.		
What **teacher** is doing (including a brief description of the activity and key questions)	What **students** are doing (including ideal student response to selected questions/tasks) Identify **SEP** as appropriate	**Anchor Phenomenon** **Investigative Phenomenon** **Guiding Question** **Conceptual Science Storyline**
Before students arrive, teacher prepares the Magic in a Jar Trick. Teacher tells students they will have a chance to recreate the trick or develop one that is similar, but first, as a class, they have to figure out how the trick works. Teacher instructs students to discuss in their teams how they think the trick works.	Students observe the teacher perform the Magic in a Jar Trick. Students are divided into teams of 2 or 3. Teams brainstorm how the trick works.	**Anchor Phenomenon:** Objects can attract other objects, even at a distance **Investigative Phenomenon:** Magnetism **Guiding Question:** How can I do that magic trick?

Teacher leads a class discussion as students share how they think the trick works. The teacher should avoid revealing the existence of the magnet for as long as possible, letting students struggle and debate how it works. As a way to help students figure it out, the teacher could repeatedly demonstrate the experiment for them. Teacher tells students: "Now that you know how the trick works, you will get a chance to make your own version so you can try the trick out yourself. Teacher hands each group their own magic in a jar building kit and instructs them to work in their groups to build their version of the magic jar. NOTE TO TEACHER: The supplies in the kits will not all be the same and some kits will yield scenarios that will not work. This is on purpose. The following will be varied among the kits: Magnet strength Magnet size String length NOTE: If students want to modify their supplies, tell them that is not part of the challenge. However, if a group of students is really frustrated that their magic jar won't work, the teacher can tell THAT GROUP that they are correct, their trick will not work. Tell students that observing things that don't work is an important part of learning how they do work. Letting students in on the secret can usually assuage the frustration. Students can	Teacher should lead discussion/debate until students figure out that a magnet is needed to make the trick work. Students work in groups to build their own magic jar. Each group puts a sticky note beside their jar indicating whether it works or not.	**Conceptual Science Storyline** Forces that act at a distance(gravitational, electric and magnetic) can be explained by force fields that extend through space and can be mapped by their effect on a test object.

write in their notebooks what they would change in order to make their trick work. When groups are finished building their magic jars, the teacher takes a poll of the class about which ones worked and which ones did not work. Teacher tells students they will complete a gallery walk, looking at each jar while trying to figure out why some jars worked and others did not. NOTE: Students can record their thoughts during the gallery walk in their notebooks or on a worksheet. Teacher guides students through a gallery walk of all of the jars. At the end of the gallery walk, the teacher can compile students' reasons for why some jars did not work to create a common list that will remain on display for the duration of this sequence.	**Constructing Explanations** Construct explanations for either qualitative relationships between variables. Students prepare their notebooks for the gallery walk, by creating a table they will use to to assess each jar. Students take notes as they complete the gallery walk. **Planning and Carrying Out Investigations** Collect data and generate evidence to answer scientific questions or test design solutions under a range of conditions. All students' answers should be included in the common list that will be on display.	450

Linking question from Engage to Explore: Why did only some magic tricks work?

Amphitheater, 7th Grade, Physical Science
Tool 4 – 5E Learning Sequence Outline

Explore: Experiences in the Explore phase provide students with a common base of activities within which students wrestle with their current conceptions about a natural phenomenon through the science and engineering practice identified in the standard. Learners may complete activities that help them use prior knowledge to generate new ideas, explore questions, and/or design and conduct an investigation.		
What **teacher** is doing (including a brief description of the activity and key questions)	What **students** are doing (including ideal student response to selected questions/tasks) Identify **SEP** as appropriate	**Anchor Phenomenon** **Investigative Phenomenon** **Guiding Question** **Conceptual Science Storyline**
Teacher sets up Lab Stations for students to rotate through. There are 9 stations total. Students DO NOT have to rotate through the stations in numerical order. 7PhyLS1ExplorePropertiesofMagnetism.docx Teacher gives Lab and Safety instructions to students. Teacher instructs students to rotate through each station and record all data and observations in their notebooks.	**Collect and analyze data** ● **Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and vary in strength**. Students review Lab and Safety instructions Students rotate through each station, recording their data and observations in their notebooks.	451 **Anchor Phenomenon:** Objects can attract and repel other objects, even from a distance **Investigative Phenomenon:** Magnetism has multiple properties **Guiding Question:** What are some of the properties of magnetism?

		Conceptual Science Storyline The strength of magnetic force decreases as the distance between them increases and these forces are described using the term “fields.”

Linking question from Explore to Explain: How do we identify and define the properties of magnetism?

Explain: During the Explain phase students are provided opportunities to demonstrate their conceptual understanding and use of science and engineering practices. In this phase teachers or instructional materials employ sense-making strategies and introduce academic language. An explanation from the teacher or other resources may guide learners toward a deeper understanding, which is a critical part of this phase.		
What **teacher** is doing (including a brief description of the activity and key questions)	What **students** are doing (including ideal student response to selected questions/tasks) Identify **SEP** as appropriate	**Anchor Phenomenon** **Investigative Phenomenon** **Guiding Question** **Conceptual Science Storyline**
Teacher asks students to review and share out their data and observations from the Lab stations in the Explore lesson (teacher choice for share method). Teacher distributes reading passage on The Properties of Magnetism to students 7PhyLS1ExplainPropertiesofMagnetism.docx	Analyzing and Interpreting Data ● Analyze and interpret data to determine similarities and differences in findings. (7.P2U1.1) Students review and share their data and observations from the Lab stations in the Explore lesson	**Anchor Phenomenon:** Objects can attract and repel other objects, even from a distance **Investigative Phenomenon:** Magnetism has multiple properties **Guiding Question:** How do we define and explain the properties of magnetism?

Teacher directs students in close-reading of the passage, starting with numbering each paragraph (there are 9 paragraphs). Teacher directs students to return to their lab notebooks and correlate each Lab Station to the paragraph in the passage that best correlates with their results and observations. Note: Teacher's choice as to whether students may collaborate on this task. Teacher has students review the lists they created in the Engage lesson: reasons why some of the 'magic trick jars' didn't work.	Students close-read the passage, starting with numbering each paragraph. Students return to their lab notebooks and correlate each Lab Station to the paragraph in the passage that best correlates with their results and observations. Sample student response: Station 1 = Paragraph 3 Station 2 = Paragraph 3 Station 3 = Paragraph 6 Station 4 = Paragraph 5 Station 5 = Paragraph 9 Station 6 = Paragraph 8 Station 7 = Paragraph 4 Station 8 = Paragraph 10 Station 9 = Paragraph 7 Students review their list created in the Engage lesson Constructing explanations • Apply scientific reasoning to show why the data are adequate for the explanation or conclusion	**Conceptual Science Storyline** There are many properties of magnetism and scientists use terms such as 'pole' 'field' 'attract' and 'repel' to describe and define them

Teacher directs students to provide explanations for each of those reasons, using the properties of magnetism and appropriate vocabulary.	Students write explanations (in their notebooks or on a separate piece of paper) for the list of reasons why some of the 'magnetic magic trick jars' did not work. Sample student response: Statement from the list: This one did not work because the string was too short. Explanation: The strength of a magnetic field is affected by distance: The magnetic field's strength decreases as the distance between the magnet and object increases. The magnet is on one end of the string and the paper clip at the other end. The string length (distance) was so short that the magnetic field was not strong enough to attract the paper clip.	

Linking question from Explain to Elaborate: How do we take advantage of the properties of magnetism?

Amphitheater, 7th Grade, Physical Science
Tool 4 – 5E Learning Sequence Outline

Elaborate: Teachers or instructional materials challenge and extend students' conceptual understanding and use of science and engineering practices during the Elaborate phase. Through new experiences, the students develop deeper or broader understanding by applying their understanding or practice in a new context. During the Elaborate phase teachers may emphasize the crosscutting concept in the foreground of the instructional sequence.		
What **teacher** is doing (including a brief description of the activity and key questions)	What **students** are doing (including ideal student response to selected questions/tasks) Identify **SEP** as appropriate	**Anchor Phenomenon** **Investigative Phenomenon** **Guiding Question** **Conceptual Science Storyline**
Teacher will ask students what magnets and magnetic fields are used for	Students will write ideas down in their journal and then share with the class. Possible student answers: Electronics (in computers, speakers, cars) For toys To make energy	 **Anchor Phenomenon:** Magnets can attract and repel other objects, even from a distance. **Investigative Phenomenon:** Magnets are used in multiple ways. **Guiding Question:** What can magnets do? **Conceptual Science Storyline**

Teacher will have the students break into groups. Teacher will give students a list of uses for magnets: https://sciencing.com/uses-magnets-daily-life-8056272.html, (http://www.howmagnetswork.com/uses.html Teacher will ask students to pick the top 5 uses of magnets in their opinion As a group, teacher will have students identify the five uses they selected and then for each one, describe what properties of magnetism happen in that use.	**Constructing Explanations** Construct explanations for either qualitative relationships between variables. Students will read the uses of magnets in everyday life. Groups will pick the top five uses that they consider important to them from the options. Students use this template: uses of magnets to describe what properties of magnetism (from their lab/reading) are in effect for each use they selected. Example: A compass	Electric and magnetic forces (electromagnetic) can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents or magnetic strengths involved and on the distances between the interacting objects. Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small. Except when one or both objects have large mass- for example Earth and the sun.

Teacher will lead a class discussion about what the students discovered.	Uses a bar magnet to line up with the north pole of Earth's magnetic field. Students will share their findings with the class.	
Teacher will tell the students that now they will look at the future of magnetic uses. Teacher will ask students what how they thing magnets might be used used in robotics as a class they will make a brainstorm list	Student answers will vary depending on understanding and experience: To hold robots together To let robots do tasks (like picking up something) To run its functions. - make electricity	
Teacher will Then show the students some examples of robots that use magnets to function: 3d printed robot Link 1 Link 2 Biology robot Link	Students will pick one of these robots. They will use the handout to explain what they think the robot is doing with magnetic forces.	

Teacher will ask students to look at these robots and use what they have learned about magnetism to explain how they think these robots use magnetic forces. The focus will be on : what is magnetic? How is the robot using the magnetic forces?		

Linking question from Elaborate to Evaluate: What kind of magnet-powered delivery system can you create?

Amphitheater, 7th Grade, Physical Science
Tool 4 – 5E Learning Sequence Outline

Evaluate: Experiences in the Evaluate phase encourage students to assess their conceptual understanding and use of the practices. The experiences allow teachers to evaluate student progress toward achieving the Standard(s). No new ideas are introduced during the Evaluate.		
What **teacher** is doing (including a brief description of the activity and key questions)	What **students** are doing (including ideal student response to selected questions/tasks) Identify **SEP** as appropriate	**Anchor Phenomenon** **Investigative Phenomenon** **Guiding Question** **Conceptual Science Storyline**
Teacher replays the National Geographic video showing the MIT magnetic robots, pausing the video at 0:48 so the text "In the future, the robots may be deployed inside your body to deliver medicine or take tissue samples." remains on the board. Teacher tells students: "We are going to be zooming into the body for your next design challenge. Teacher plays a video of inside an artery. Teacher tells students: "Your challenge is to design and build a functioning prototype for a medicine delivery vessel that moves using magnet forces."		Electric and magnetic forces (electromagnetic) can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents or magnetic strengths involved and on the distances between the interacting objects. Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small. Except when one or both objects have large mass- for example Earth and the sun.

Teacher hands students copies of both the design brief document prototype assessment checklist. Teacher shows students the blood vessel prototype. Teacher instructs teams to record at least two different design ideas in their notebooks with sketches and notes. Teacher instructs teams to discuss the design ideas, listing the pros and cons of each design. Teacher tells teams to either choose one of their designs or find a way to combine the best elements of both or all of their designs.	Students read both documents. Student teams begin by brainstorming ideas. Each student records their team's design ideas in their notebooks. Students record the pros and cons of each design in their notebooks. **Constructing Explanations and Designing Solutions** ● Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing. Student teams select a design and begin building it. **Constructing Explanations and Designing Solutions** ● Undertake design projects, engaging in the design cycle, to construct and implement a solution that meets specific design criteria and constraints. Student teams take notes in their notebooks to document their progress as they build, test, and modify their prototype.	

As each group presents their prototype, the teacher checks for understanding by asking each group: 1) to describe how the magnets are being used to make the machine move; 2) to hypothesize what the effect would be of using stronger/weaker magnets; 3) to hypothesize how the motion of the machine would change if the magnets had to be further away.	Each student team completes a Prototype Assessment Checklist. Student teams present their prototype to the class. **Obtaining, Evaluating, and Communicating Information** ● Communicate scientific information and/or technical information (e.g. about a proposed object, tool, process, system) in different formats (e.g., verbally, graphically, textually, and mathematically). As each student team presents its prototype, the other students record the following in their notebooks: a sketch of the machine prototype, including the locations of all the magnets used in its motion arrows showing the direction the machine moved one idea that they might use if they were going to redesign their prototype.	

Scope and Sequence: A Pathway to Learning for

High School Chemistry

Introduction

This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary science course that does the following:

- Prioritizes standards that have a high impact on student learning
- Identifies supporting standards for those priorities
- Creates equity of learning between sites
- Provides an easy-to-follow framework for personalized learning

The team started by establishing a set of topics and the order in which they are taught in each course. The team divided and embedded the Earth and Space standards within the core Biology, Chemistry and Physics courses so that students have access to all Science standards that appear on the state test within three courses instead of four. Within each topic, there are one or more phenomena, essential questions and/or tasks, some key vocabulary and concepts, and priority and support standards. This information serves as a bare minimum for concepts to cover within each topic. As the content experts, teachers then have the freedom to add to and plan inquiry-based units around the framework provided by this document.

Arc of Inquiry

The Science standards are designed to work within the arc of inquiry, as outlined within the state documentation. When creating this scope and sequence, the arc of inquiry was a driving factor in how essential questions/tasks were designed and how phenomena were chosen. In order to have students critically engage with Science content, it is vital to have open-ended, inquiry-based questions and tasks that challenge student thinking and ask them to apply and interact with the concepts they have learned. For more information about the arc of inquiry, refer to the 2018 Arizona Science Standards.

Framework for Success

One of the major goals of this scope and sequence is to provide a definitive framework for teachers to design their units. By emphasizing priority standards, homogenizing *some* key concepts and vocabulary, and providing a topic-wide emphasis (essential questions and phenomena), teachers can then focus on creating rigorous, engaging, and creative units while ensuring what one student is learning at one school will be similar to another student at a different school. This framework does not prescribe activities for each topic or have scripted lessons. Instead, it frees up teachers to focus more on the "how" of teaching instead of the "what." Each classroom has learners with different needs, so it is of the utmost importance that teachers focus on meeting those learners where they are but still maintain some equity across sites.

Flexible Document

As teachers work with the document throughout the school year, there will inevitably be feedback for improvements, additions, and/or refinement, and that feedback will be crucial for all parties to continue to make decisions focused on student learning. This is a version of a scope and sequence, and may change or evolve to meet the needs of teachers and the district. However, this scope and sequence represents a starting point for future editions and provides a foundation going forward.

The Office of Learning and Instruction extends special gratitude to the Amphitheater educators who were contributing members of this curricular resource development team.

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Standards that should be embedded within topics:

HS.P1U1.1:Develop and use models to explain the relationship of the structure of atoms to patterns and properties observed within the Periodic Table and describe how these models are revised with new evidence.

HS.E1.U3.14:Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other.

HS.P1U3.4:Obtain, evaluate, and communicate information about how the use of chemistry related technologies have had positive and negative ethical, social, economic, and/or political implications.

HS.P4U1.8:Engage in argument from evidence that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings.

HS. E1.U3.14:Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how

HS. E2.U1.15:Construct an explanation based on evidence to illustrate the role of nuclear fusion in the life cycle of a star.

HS.P1U1.2:Develop and use models for the transfer or sharing of electrons to predict the formation of ions, molecules, and compounds in both natural and synthetic processes.

HS.P1U1.3:Ask questions, plan, and carry out investigations to explore the cause and effect relationship between reaction rate factors.

HS.P1U1.3:Ask questions, plan, and carry out investigations to explore the cause and effect relationship between reaction rate factors.

Supporting Standards that should be embedded within topics:

HS+C.P1U1.1: Develop and use models to demonstrate how changes in the number of subatomic particles (protons, neutrons,electrons) affect the identity, stability, and properties of the element.

HS+C.P1U1.2:Obtain, evaluate, and communicate the qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation.

HS+C.P1U3.8:Engage in argument from evidence regarding the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.

HS+C.P1U1.4:Develop and use models to predict and explain forces within and between molecules.

HS+C.P1U1.5: Plan and carry out investigations to test predictions of the outcomes of various reactions, based on patterns of physical and chemical properties.

HS+C.P1U1.7:Use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.

HS+C.P1U1.3:Analyze and interpret data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.

HS+C.P1U1.6: Construct an explanation, design a solution, or refine the design of a chemical system in equilibrium to maximize production

HS+C.P1U1.7:Use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.

HS+C.P1U1.3:Analyze and interpret data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.

HS+C.P1U1.6: Construct an explanation, design a solution, or refine the design of a chemical system in equilibrium to maximize production.

Topic/Unit Matter	Suggested Time Frame:	
Overarching topic: The Universe is made up of matter.	**Semester 1**	
Priority Clusters and Standards:	**Supporting Standards:**	
HS.P1U1.1 **Develop and use models** to explain the relationship of the structure of atoms to patterns and properties observed within the Periodic Table and describe how these models are revised with new evidence. **HS. E1.U3.14** **Engage in argument from evidence** about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other. **HS.P1U3.4** **Obtain, evaluate, and communicate information** about how the use of chemistry related technologies have had positive and negative ethical, social, economic, and/or political implications. **HS.P4U1.8** **Engage in argument** from evidence that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings. **HS. E1.U3.14** **Engage in argument from evidence** about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how **HS. E2.U1.15** **Construct an explanation based on evidence** to illustrate the role of nuclear fusion in the life cycle of a star.	**HS+C.P1U1.1** **Develop and use models to demonstrate** how changes in the number of subatomic particles (protons, neutrons,electrons) affect the identity, stability, and properties of the element. **HS+C.P1U1.2** **Obtain, evaluate, and communicate** the qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation. **HS+C.P1U3.8** **Engage in argument from evidence** regarding the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.	

Essential Questions/Phenomenon:

- What is the structure of the atom?
- How do the subatomic particles affect the atom's identity, stability, and properties?
- What is the relationship of the structure of atoms to patterns and properties observed within the Periodic Table?
- How have the models of the atom been revised with new evidence?
- How do the repeating patterns of the periodic table reflect patterns of outer electron states?
- How does qualitative evidence support claims about how atoms absorb and emit energy in the form of electromagnetic radiation?
- How does the structure and interactions of matter at the bulk scale determine the forces within and between atoms?
- How can you predict interactions between a positively-charged nucleus composed of both protons and neutrons and the surrounding negatively-charged electrons, including how they affect atomic radius, electronegativity, stability and reactivity?
- What properties of subatomic particles, including physical location within an atom and their relative size, determine atomic structure, including their identity and charge?
- How can you identify and predict patterns in properties that determine how the periodic table is organized based on subatomic particles and element properties (i.e., the arrangement of the main groups of the periodic table reflects the patterns of outermost electrons (i.e. valence electrons)?
- How to predict the effects of changing the number of protons, neutrons, and electrons on atomic charges and isotopes of any given element.
- How can the properties of light be used to determine electron arrangement?
- How do atoms absorb and emit energy in the form of electromagnetic radiation?
- How is electromagnetic radiation either absorbed or emitted by different elements?
- How is scientific data regarding emission and absorption of energy use to identify elements?
- What is a nuclear transition and how does it produce gamma rays?
- What is the life cycle of a star and how does it relate to nuclear chemistry?
- What types of energy (i.e., chemical, thermal [endothermic vs. exothermic]) are entering and leaving a system?
- How is an element identified by the number of protons and the number of protons and neutrons in the nucleus before and after the decay.
- How do you know the identity of the emitted particles (i.e., alpha, beta — both electrons and positrons, and gamma)?
- How do you engage in argument from evidence to: 1. critique and evaluate competing arguments about the benefits and liabilities of fission, fusion, and radioactive decay. 2. make and defend a claim about the benefits and liabilities of fission, fusion, and radioactive decay
- How is energy transferred and stored, and the validity of the law of conservation of energy?

Key Concepts:	Key Vocabulary:
Atomic Structure Proton, Electron, Neutrons Isotopes Allotropes Light Properties Using Light to Identify Presence of Elements Electron Arrangement/Configuration Periodicity - Periodic Trends Periodic Table Structure (Groups/Periods) Property of Metals/Non-Metals and Metalloids	Atom, nucleus, protons, neutrons, electrons, periodic table, chemical properties, electron states, stability Nuclear process, nuclear fusion

Chemical Properties - Groups Patterns of Valence Electrons Coulombic Attraction Atomic Radius Ionization Energy Electron Affinity Electronegativity Nuclear Reactions	

Scope and Sequence: A Pathway to Learning for

High School Chemistry

Topic/Unit Chemical Bonds and Chemical Reactions	**Suggested Time Frame:**	
Overarching topic: Interactions of ions, molecules and compounds	**Semester 1**	
Priority Clusters and Standards:	**Supporting Standards:**	
HS.P1U1.2 Develop and use models for the transfer or sharing of electrons to predict the formation of ions, molecules, and compounds in both natural and synthetic processes.	**HS+C.P1U1.4** Develop and use models to predict and explain forces within and between molecules. **HS+C.P1U1.5** Plan and carry out investigations to test predictions of the outcomes of various reactions, based on patterns of physical and chemical properties.	

Essential Questions/Phenomenon:

- How does an atom transfer or share electrons to form ions, molecules, and compounds in both natural and synthetic system processes.
- How can VSEPR Theory be used as a model to explain attractions between molecules?
- How do forces within and between particles such as intermolecular forces and collision models be used to predict physical properties?
- How do patterns of behavior based on the attraction and repulsion between electrically charged particles and the patterns of outermost electrons determine the typical reactivity of an atom?
- How can the number and types of bonds formed (i.e. ionic, covalent, metallic) by an element and between elements be predicted and explained?
- How are ions, compounds, and molecules named and classified?

- How are valence electrons determined?
- How can the products formed as a result of combining two or more substances or inputting energy into a single pure substance.
- What are the types of chemical reactions, including how and why certain atoms rearrange in certain patterns (i.e., single replacement, double replacement, synthesis/combination, decomposition, combustion)?
- What variables affect reaction rates such as change in energy, change in entropy, and change in enthalpy?
- What are the properties of solids?

Key Concepts:	Key Vocabulary:
Valence Electrons Formation of Ions Intramolecular Forces Formation of Ionic Bonds Ionic Nomenclature Ionic Crystal Lattice Formation of covalent bonds Covalent Nomenclature Lewis Structure Molecular Geometry Molecular Polarity Formation of Metallic Bonds Properties of Alloys Intermolecular Forces London Dispersion, Dipole/Dipole and H Bonding Physical Properties due to IMF Properties of Solids Writing and Balancing Chemical Equations Classification of Chemical Reactions Nuclear Reactions	Chemical process, rate, collisions, kinetic energy, reaction, conservation

Scope and Sequence: A Pathway to Learning for

High School Chemistry

Topic/Unit: Quantitative Relationships within a Chemical Reaction	**Suggested Time Frame:**
Overarching topic: Changes in Matter	**Semester 2**
Priority Clusters and Standards:	**Supporting Standards:**
HS.P1U1.3 Ask questions, plan, and carry out investigations to explore the cause and effect relationship between reaction rate factors.	**HS+C.P1U1.7** Use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions. **HS+C.P1U1.3** Analyze and interpret data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws. **HS+C.P1U1.6** Construct an explanation, design a solution, or refine the design of a chemical system in equilibrium to maximize Production

Essential Questions/Phenomenon:

- How can characteristics of particles within solids, liquids and gasses such as volume, density, and relative energy be explained using models?
- How is energy transferred and stored, and the validity of the law of conservation of energy?
- How to measure and determine qualitative and quantitative relationships between characteristics of a system such as temperature, volume, pressure, and number of particles.
- What is the mole concept?
- How do you determine the empirical and molecular formula of a compound?
- How to balance chemical equation(s) and quantify the claim that atoms, and therefore mass, are conserved during a chemical reaction (i.e., stoichiometric calculations to show that the number of atoms or number of moles is unchanged after a chemical reaction where a specific mass of reactant is converted to product?.
- How can molar relationships such as molar mass, molarity, volume of a gas at standard temperature and pressure, and number of particles in a mole be used stoichiometrically?
- How can molar relationships between reactants and products in a chemical reaction be determined through dimensional analysis?
- How can energy changes in a chemical or physical process be quantified?
- How is the concentration of a solution expressed and determined?
- What are the properties of solutions?

Key Concepts:	Key Vocabulary:
Mole Concept Empirical and Molecular Formulas Stoichiometric Relationships Energy changes within a process Properties of Solutions Solutions - Molarity	Chemical process, rate, collisions, reaction, conservation, potential energy, kinetic energy

Scope and Sequence: A Pathway to Learning for

High School Chemistry

Topic/Unit: Gases and Solutions	**Suggested Time Frame:**
Overarching topic:	
Priority Clusters and Standards:	**Supporting Standards:**
HS.P1U1.3 Ask questions, plan, and carry out investigations to explore the cause and effect relationship between reaction rate factors.	**HS+C.P1U1.7** Use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions. **HS+C.P1U1.3** Analyze and interpret data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws. **HS+C.P1U1.6** Construct an explanation, design a solution, or refine the design of a chemical system in equilibrium to maximize production.

Essential Questions/Phenomenon:

- How is the evidence from Kinetic molecular theory in regard to gas particle behavior explain:
    - a. Gasses are made of molecules and atoms that move only in straight lines.
    - b. Because of how small they are, gasses have negligible volume. For this reason, we consider the volume of the container to be the volume of the gas.
    - c. Gas particles move so fast, that there are no attractive or repulsive forces between particles (no intermolecular forces).
    - d. Since there are no intermolecular forces, all collisions between particles are completely elastic (no net loss of energy).
    - e. Absolute temperature is the average kinetic energy.
- What are the observable properties of gasses?
- What is ideal gas behavior?
- How can you identify and describe potential changes in a component of the given chemical reaction system that will cause an increase in the amounts of a particular component at equilibrium?
- How to describe the relative quantities of a product before and after changes to a given chemical reaction system (e.g., concentration increases, decreases, or stays the same), and explicitly using Le Chatelier's principle?
- What types of energy (i.e., chemical, thermal [endothermic vs. exothermic]) are entering and leaving a system?
- What are the properties of Acids and Bases?
- What are the definitions of acids and bases? (Arrhenius, and Brontsed-Lowry)
- What is the concept of pH?
- How can pH be determined?

Key Concepts:	Key Vocabulary:
Equilibrium Kinetic Molecular Theory Gas Laws - Properties of Gases Acids/Bases pH	kinetic energy, dilution, pH, molarity

Supporting standards that should be embedded within topics:

HS+C.P1U1.1: Develop and use models to demonstrate how changes in the number of subatomic particles (protons, neutrons,electrons) affect the identity, stability, and properties of the element.

HS+C.P1U1.2:Obtain, evaluate, and communicate the qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation.

HS+C.P1U3.8:Engage in argument from evidence regarding the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.

HS+C.P1U1.4:Develop and use models to predict and explain forces within and between molecules.

HS+C.P1U1.5: Plan and carry out investigations to test predictions of the outcomes of various reactions, based on patterns of physical and chemical properties.

HS+C.P1U1.7:Use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.

HS+C.P1U1.3:Analyze and interpret data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.

HS+C.P1U1.6: Construct an explanation, design a solution, or refine the design of a chemical system in equilibrium to maximize production

HS+C.P1U1.7:Use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.

HS+C.P1U1.3:Analyze and interpret data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.

HS+C.P1U1.6: Construct an explanation, design a solution, or refine the design of a chemical system in equilibrium to maximize production.

Science 7th Grade Proficiency Scales

Physical Science Standards

7.P2U1.1 Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and can vary in strength.
7.P2U1.2 Develop and use a model to predict how forces act on objects at a distance.
7.P3U1.3 Plan and carry out an investigation that can support an evidence-based explanation of how objects on Earth are affected by gravitational force.
7.P3U1.4 Use non-algebraic mathematics and computational thinking to explain Newton's laws of motion.

Core Ideas

7.P2U1.1 Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and can vary in strength.

● Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.

7.P2U1.2 Develop and use a model to predict how forces act on objects at a distance.

● Forces that act at a distance (gravitational, electric, and magnetic) can be explained by force fields that extend through space and can be mapped by their effect on a test object (a ball, a charged object, or a magnet, respectively). (6.P2U1.4). Note: Gravitational force is a suggested focus for 6th grade; It is suggested that all 3 forces be focused on in 7th grade.

7.P3U1.3 Plan and carry out an investigation that can support an evidence-based explanation of how objects on Earth are affected by gravitational force.

● All objects on the Earth are affected by gravitational forces. An object which stays at rest on the surface of the Earth has one or more forces acting on it counter balancing the force of gravity

7.P3U1.4 Use non-algebraic mathematics and computational thinking to explain Newton's laws of motion.

● For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first but in the opposite direction.

● The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to change the object's motion. For any given object, a larger force causes a larger change in motion.

● All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.

Proficiency Scale	
Priority Standard: **7.P2U1.1** Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and can vary in strength.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I can collect data showing how electromagnetic forces can be attractive or repulsive.
Partially Proficient **2**	I can collect data showing how electromagnetic forces can be attractive or repulsive and vary strength.
Proficient **3**	I can collect data and use it to explain how electromagnetic forces can be attractive or repulsive and vary strength.
Highly Proficient **4**	I can collect data and use it to explain how electromagnetic forces can be attractive or repulsive and vary in strength and then extend my understanding by providing a real-world use of the properties of electromagnetic forces.

Proficiency Scale	
Priority Standard: **7.P2U1.2** Develop and use a model to predict how forces act on objects at a distance.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	With help, I can use a model to predict how forces (electric, magnetic, gravitational) act on objects at a distance, but I cannot create my own model.
Partially Proficient **2**	With help, I can create AND use a model to predict how forces (electric, magnetic, gravitational) act on objects at a distance.
Proficient **3**	I can create and use a model to make my own prediction on how forces (electric, magnetic, gravitational) act on objects at a distance.
Highly Proficient **4**	I can create and use a model on my own to make my own prediction on how forces (electric, magnetic, gravitational) act on objects at a distance including multiple real-world examples and scientific vocabulary.

Proficiency Scale	
Priority Standard: **7.P3U1.3** Plan and carry out an investigation that can support an evidence-based explanation of how objects on Earth are affected by gravitational force.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I can identify an example(s) that shows how objects on Earth are affected by gravity
Partially Proficient **2**	I can carry out an investigation (but not plan) that shows how objects on Earth are affected by gravity
Proficient **3**	I can plan and carry out an investigation that explains how objects on Earth are affected by gravity
Highly Proficient **4**	I can plan and carry out an investigation that explains how objects on Earth are affected by gravity using multiple sources.

Proficiency Scale	
Priority Standard: **7.P3U1.4** Use non-algebraic mathematics and computational thinking to explain Newton's laws of motion (LAW 1). **Newton's first law:** *An object at rest will remain at rest unless acted upon by an external and unbalanced force. An object in motion will remain in motion unless acted upon by an external and unbalanced force.*	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I understand Newton's First Law only if I am shown an example
Partially Proficient **2**	I understand Newton's First Law of Motion, but I can't explain it using a model
Proficient **3**	I can explain Newton's First Law of Motion using a model or diagram.
Highly Proficient **4**	I can explain Newton's First Law of Motion using multiple models or diagrams.

Proficiency Scale	
Priority Standard: **7.P3U1.4** Use non-algebraic mathematics and computational thinking to explain Newton's laws of motion (LAW 2). **LAW 2:** *F = MA. The greater the mass of an object being accelerated, the greater the amount of force needed to accelerate it.*	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I understand Newton's Second Law only if I am shown an example
Partially Proficient **2**	I understand Newton's Second Law of Motion, but I can't explain it using a model
Proficient **3**	I can explain Newton's Second Law of Motion using a model or diagram.
Highly Proficient **4**	I can explain Newton's Second Law of Motion using multiple models or diagrams.

Proficiency Scale	
Priority Standard: **7.P3U1.4** Use non-algebraic mathematics and computational thinking to explain Newton's laws of motion (LAW 3). **LAW 3:** *All forces occur in pairs, and these two forces are equal in magnitude and opposite in direction.*	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I understand Newton's Third Law only if I am shown an example
Partially Proficient **2**	I understand Newton's Third Law of Motion, but I can't explain it using a model
Proficient **3**	I can explain Newton's Third Law of Motion using a model or diagram.
Highly Proficient **4**	I can explain Newton's Third Law of Motion using multiple models and a Free-body diagrams.

Earth and Space Science Standards
7.E1U1.5 Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere. **7.E1U1.6** Construct a model to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions. **7.E1U2.7** Analyze and interpret data to construct an explanation for how advances in technology have improved weather prediction.
Core Ideas **7.E1U1.5** Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere.

● All Earth processes are the result of energy flowing and matter cycling within and among the planet’s systems. This energy is derived from the sun and Earth’s hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth’s materials.

● The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.

● Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.

● The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth’s materials. This does not include the identification and naming of minerals. Emphasis is also on the ways that water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.

7.E1U1.6 Construct a model to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions.

● Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth’s surface and provides a framework for understanding its geological history.

● Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth’s plates have moved great distances, collided, and spread apart.

● Tectonic processes continually generate new ocean seafloor at ridges and destroy old seafloor at trenches.

7.E1U2.7 Analyze and interpret data to construct an explanation for how advances in technology have improved weather prediction.

● Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. Because these patterns are so complex, weather can be predicted only probabilistically.

Proficiency Scale	
Priority Standard: **7.E1U1.5** Construct a model that shows the ~~cycling of matter and~~ flow of energy in the atmosphere, ~~hydrosphere, and geosphere.~~	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know thing change the weather, but I can't show it using a model.
Partially Proficient **2**	Using the teacher's model, I can show how energy flow causes changes in the atmosphere (weather and climate)
Proficient **3**	I can create a model to show how energy flow causes changes in the atmosphere (weather and climate).
Highly Proficient **4**	Using my model and understanding, I can predict how energy flow will affect the atmosphere (weather and climate).

Proficiency Scale	
Priority Standard: **7.E1U1.5** Construct a model that shows the cycling of matter ~~and flow of energy~~ in the atmosphere, hydrosphere, ~~and geosphere.~~	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know that matter cycles, but I can't show it using a model.
Partially Proficient **2**	Using the teacher's model, I can show how matter cycles on the Earth (water cycle, oxygen cycle, nitrogen cycle, carbon dioxide cycle)
Proficient **3**	I can create a model to show how matter cycles on the Earth (water cycle, oxygen cycle, nitrogen cycle, carbon dioxide cycle).
Highly Proficient **4**	Using my model and understanding, I can apply the cycling of matter (water cycle, oxygen cycle, nitrogen cycle, carbon dioxide cycle) to a new situation.

Proficiency Scale	
Priority Standard: **7.E1U1.5** Construct a model that shows the cycling of matter and flow of energy in the ~~atmosphere, hydrosphere, and~~ geosphere.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know that things on the Earth's surface change, but I can't explain why.
Partially Proficient **2**	I know there is heat inside the Earth and I know the surface of the Earth changes over time, but I don't understand how those things are connected.
Proficient **3**	I can create a model to show how heat from inside the Earth changes the Earth's surfaces.
Highly Proficient **4**	Using my model and understanding, I can apply what I know about how the heat from inside the Earth changes the Earth's surface to predict how the surface of the Earth might look in the future

Proficiency Scale	
Priority Standard: **7.E1U1.6** Construct a model to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know that the plates have moved, but I can't explain it using evidence (fossils, rocks, continental shapes and seafloor structures)
Partially Proficient **2**	I can create a model that explains past plate motions using *some* evidence (fossils, rocks, continental shapes and seafloor structures)
Proficient **3**	I can create a model that explains past plate motions using all of the evidence (fossils, rocks, continental shapes and seafloor structures)
Highly Proficient **4**	I can create a model that explains past plate motions using all of the evidence (fossils, rocks, continental shapes and seafloor structures) and scientific vocabulary.

Proficiency Scale	
Priority Standard: **7.E1U2.7** Analyze and interpret data to construct an explanation for how advances in technology have improved weather prediction.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know we can predict weather but I don't know how technology has made the predictions better
Partially Proficient **2**	I can explain how advances in technology have improved weather prediction in one tool
Proficient **3**	I can explain how advances in technology have improved weather prediction in more than one tool
Highly Proficient **4**	I can use multiple resources to explain how advances in technology have improved weather prediction.

Life Science Standards

7.L1U1.8 Obtain, evaluate, and communicate information to provide evidence that all living things are made of cells, cells come from existing cells, and cells are the basic structural and functional unit of all living things.
7.L1U1.9 Construct an explanation to demonstrate the relationship between major cell structures and cell functions (plant and animal).
7.L1U1.10 Develop and use a model to explain how cells, tissues, and organ systems maintain life (animals).
7.L1U1.11 Construct an explanation for how organisms maintain internal stability and evaluate the effect of the external factors on organisms' internal stability.
7.L2U1.12 Construct an explanation for how some plant cells convert light energy into food energy.

Core Ideas

7.L1U1.8 Obtain, evaluate, and communicate information to provide evidence that all living things are made of cells, cells come from existing cells, and cells are the basic structural and functional unit of all living things.

● All living things are made up of cells, which is the smallest unit that can be said to be alive. All the basic processes of life are the results of what happens inside cells. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).

● Cells divide to replace aging cells and to make more cells in growth and in reproduction.

7.L1U1.9 Construct an explanation to demonstrate the relationship between major cell structures and cell functions (plant and animal).

● Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. Boundary: At this grade level, only a few major cell structures should be introduced.

7.L1U1.10 Develop and use a model to explain how cells, tissues, and organ systems maintain life (animals).

● In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions, such as respiration, digestion, elimination of waste and temperature control.

7.L1U1.11 Construct an explanation for how organisms maintain internal stability and evaluate the effect of the external factors on organisms' internal stability.

● Organisms respond to stimuli from their environment and actively maintain their internal environment.

7.L2U1.12 Construct an explanation for how some plant cells convert light energy into food energy.

● Plants, algae (including phytoplankton) and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.

Proficiency Scale

Priority Standard: **7.L1U1.8** Obtain, evaluate, and communicate information to provide evidence that all living things are made of cells, ~~cells come from existing cells~~, and cells are the basic structural and functional unit of all living things.	
No Attempt Made 0	No evidence
Minimally Proficient 1	I know living things are made of cells, but I can't explain how.
Partially Proficient 2	I can explain that living things are made of cells, but I don't have evidence to support my explanation.
Proficient 3	I can use information to explain that all living things are made of cells
Highly Proficient 4	I can use information to explain that all living things are made of cells using multiple examples

Proficiency Scale	
Priority Standard: **7.L1U1.8** Obtain, evaluate, and communicate information to provide evidence that ~~all living things are made of cells~~, cells come from existing cells, ~~and cells are the basic structural and functional unit of all living things.~~	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know that we get more cells, but I don't know how.
Partially Proficient **2**	I can use information to explain ONE of the ways that cells come from existing cells (Mitosis or Meiosis)
Proficient **3**	I can use information to explain that cells come from existing cells (Mitosis and meiosis)
Highly Proficient **4**	I can use information to explain that cells come from existing cells (Mitosis and meiosis) using proper scientific vocabulary

Proficiency Scale	
Priority Standard: **7.L1U1.9** Construct an explanation to demonstrate the relationship between major cell structures and cell functions (plant and animal).	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know cells have parts but don't know what they do.
Partially Proficient **2**	I can explain some of the major parts of a cell (organelles) and their functions in both plant and animal cells.
Proficient **3**	I can explain all the major parts of a cell (organelles) and their functions in both plant and animal cells.
Highly Proficient **4**	I can demonstrate my understanding of the major parts of a cell by creating an analogy to a non-living system.

Proficiency Scale	
Priority Standard: **7.L1U1.10** Develop and use a model to explain how cells, tissues, and organ systems maintain life (animals).	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know there are different body systems, but I don't know how they maintain life (animals).
Partially Proficient **2**	I can create a model, but cannot explain fully how the structure of an organ system helps maintain life (animals)
Proficient **3**	I can create a model to explain how the structure of organ systems helps maintain life (animals).
Highly Proficient **4**	I can demonstrate my understanding of the structure and function of organ systems by creating an analogy to a non-living system.

Proficiency Scale	
Priority Standard: **7.L1U1.11** Construct an explanation for how organisms maintain internal stability and evaluate the effect of the external factors on organisms' internal stability.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know body systems have a way to be stable, but I don't know how.
Partially Proficient **2**	I can explain how living things maintain homeostasis in some of their body systems.
Proficient **3**	I can explain how living things maintain homeostasis in each of their body systems.
Highly Proficient **4**	I can explain how living things maintain homeostasis and I can apply my understanding to different situations.

Proficiency Scale	
Priority Standard: **7.L2U1.12** Construct an explanation for how some plant cells convert light energy into food energy.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	I know plants need sunlight, but I can't explain the process of photosynthesis
Partially Proficient **2**	I can explain some of the parts in the process of photosynthesis
Proficient **3**	I can explain the process of photosynthesis in plant cells.
Highly Proficient **4**	I can explain the process of photosynthesis in plant cells using scientific vocabulary

High School Chemistry

Proficiency Scale	
HS.P1U1.1 Develop and use models to explain the relationship of the structure of atoms to patterns and properties observed within the Periodic Table and describe how these models are revised with new evidence.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	Students will use models to explain the relationship of the structure of atoms to patterns and properties observed within the Periodic Table and describe how these models are revised with new evidence.
Partially Proficient **2**	Students will develop models to explain the relationship of the structure of atoms to patterns and properties observed within the Periodic Table and describe how these models are revised with new evidence.
Proficient **3**	Students will develop and use models to explain the relationship of the structure of atoms to patterns and properties observed within the Periodic Table and describe how these models are revised with new evidence.
Highly Proficient **4**	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Plus HS+C.P1U1.1 Develop and use models to demonstrate how changes in the number of subatomic particles (protons, neutrons, electrons) affect the identity, stability, and properties of the element.	
No Attempt Made **0**	No evidence
Minimally Proficient **1**	Students will use models to demonstrate how changes in the number of subatomic particles (protons, neutrons, electrons) affect the identity, stability, and properties of the element.
Partially Proficient **2**	Students will develop models to demonstrate how changes in the number of subatomic particles (protons, neutrons, electrons) affect the identity, stability, and properties of the element.
Proficient **3**	Students will develop and use models to demonstrate how changes in the number of subatomic particles (protons, neutrons, electrons) affect the identity, stability, and properties of the element.
Highly Proficient **4**	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS+C.P1U1.2 Obtain, evaluate, and communicate the qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students will obtain qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation.
Partially Proficient 2	Students will obtain and evaluate the qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation.
Proficient 3	Students will obtain, evaluate, and communicate the qualitative evidence supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation.
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS+C.P1U1.4 Develop and use models to predict and explain forces within and between molecules.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students will use models to predict and explain forces within and between molecules.
Partially Proficient 2	Students will develop models to predict and explain forces within and between molecules.
Proficient 3	Students will develop and use models to predict and explain forces within and between molecules.
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
Plus HS+C.P1U3.8 Engage in argument from evidence regarding the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students will identify the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.
Partially Proficient 2	Students will use evidence regarding the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.
Proficient 3	Students will engage in argument from evidence regarding the ethical, social, economic, and/or political benefits and liabilities of fission, fusion, and radioactive decay.
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS. E1.U3.14 Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students can identify the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other.
Partially Proficient 2	Students will identify the evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other.
Proficient 3	Students will engage in arguments from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other.

Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS.P1U3.4 **Obtain, evaluate, and communicate information** about how the use of chemistry related technologies have had positive and negative ethical, social, economic, and/or political implications.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students will obtain information about how the use of chemistry related technologies have had positive and negative ethical, social, economic, and/or political implications.
Partially Proficient 2	Students will obtain and evaluate information about how the use of chemistry related technologies have had positive and negative ethical, social, economic, and/or political implications.
Proficient 3	Students will obtain, evaluate, and communicate information about how the use of chemistry related technologies have had positive and negative ethical, social, economic, and/or political implications.
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS.P4U1.8 **Engage in argument from evidence** that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students can identify that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings.
Partially Proficient 2	Students will use evidence that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings.

Proficient 3	Students will engage in arguments from evidence that the net change of energy in a system is always equal to the total energy exchanged between the system and the surroundings.
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS. E1.U3.14 Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students can identify the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how
Partially Proficient 2	Students will use evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how
Proficient 3	Students will engage in arguments from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS. E2.U1.15 Construct an explanation based on evidence to illustrate the role of nuclear fusion in the life cycle of a star	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students can identify the role of nuclear fusion in the life cycle of a star

Partially Proficient 2	Students will construct an explanation to illustrate the role of nuclear fusion in the life cycle of a star
Proficient 3	Students will construct an explanation based on evidence to illustrate the role of nuclear fusion in the life cycle of a star
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS.P1U1.2 Develop and use models for the transfer or sharing of electrons to predict the formation of ions, molecules, and compounds in both natural and synthetic processes.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students will use models for the transfer or sharing of electrons to predict the formation of ions, molecules, and compounds in both natural and synthetic processes.
Partially Proficient 2	Students will develop models for the transfer or sharing of electrons to predict the formation of ions, molecules, and compounds in both natural and synthetic processes.
Proficient 3	Students will develop and use models for the transfer or sharing of electrons to predict the formation of ions, molecules, and compounds in both natural and synthetic processes.

Proficiency Scale	
HS+C.P1U1.5 Plan and carry out investigations to test predictions of the outcomes of various reactions, based on patterns of physical and chemical properties.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students will carry out investigations of various reactions, based on patterns of physical and chemical properties

Partially Proficient 2	Students will plan and carry out investigations to test outcomes of various reactions, based on patterns of physical and chemical properties
Proficient 3	Students will plan and carry out investigations to test predictions of the outcomes of various reactions, based on patterns of physical and chemical properties
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS.P1U1.3 Ask questions, plan, and carry out investigations to explore the cause and effect relationship between reaction rate factors.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students can identify the cause and effect relationship between reaction rate factors.
Partially Proficient 2	Students will carry out investigations to explore the cause and effect relationship between reaction rate factors.
Proficient 3	Students will ask questions, plan, and carry out investigations to explore the cause and effect relationship between reaction rate factors.
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS+C.P1U1.7 Use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.	
No Attempt Made 0	No evidence

Minimally Proficient 1	Students will use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.
Partially Proficient 2	Students will use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.
Proficient 3	Students will use mathematics and computational thinking to determine stoichiometric relationships between reactants and products in chemical reactions.
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale	
HS+C.P1U1.3 **Analyze and interpret data** to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.	
No Attempt Made 0	No evidence
Minimally Proficient 1	Students can utilize data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.
Partially Proficient 2	Students will analyze data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.
Proficient 3	Students will analyze and interpret data to develop and support an explanation for the relationships between kinetic molecular theory and gas laws.
Highly Proficient 4	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

Proficiency Scale
HS+C.P1U1.6 **Construct an explanation, design a solution, or refine the design** of a chemical system in equilibrium to maximize production

No Attempt Made **0**	No evidence
Minimally Proficient **1**	Students can model a chemical system in equilibrium to maximize production
Partially Proficient **2**	Students can construct an explanation or design a solution of a chemical system in equilibrium to maximize production
Proficient **3**	Students can construct an explanation, design a solution, or refine the design of a chemical system in equilibrium to maximize production
Highly Proficient **4**	In addition to proficient, 3, the student demonstrates in depth inferences and applications that go beyond what was taught

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: June 27, 2023

TITLE: Study and Approval of the Proposed Expenditure Budget for Fiscal Year 2023-2024

BACKGROUND:

The State of Arizona requires governing boards to formally approve and adopt a proposed operating budget for the school district. The final enrollment numbers for the current school year from the Arizona Department of Education have not been issued. The District anticipates that the Average Daily Membership (ADM) for the 2023-2024 budget will be 11,338.

The significant changes in budget are listed below:

Page 1 of 8

Overall, the Maintenance and Operations budget has increased by $3,709,435 from the 2022-2023 budget revision number 1. This increase in the total budget is the result of the funding formula increased approved in the State budget.

Page 3 of 8

A slight increase to Proposition 301 revenues is projected due to a projected increase in revenues.

Page 5 of 8

The Adjacent Ways budget has been increased for a $350,000 tax levy. It is anticipated that this levy will need to occur during the next three years for anticipated future projects. This change will require the publication of a Truth in Taxation notice in the Arizona Daily Star.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approves this proposed budget and directs that a summary of the budget be published. It is also recommended that the Governing Board schedule a public hearing on the proposed budget immediately prior to the adoption at the scheduled board meeting on July 11, 2023.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer **Date: June 21, 2023**

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

DISTRICT NAME Amphitheater Unified **COUNTY** Pima **CTD NUMBER** 100210000

FY 2024
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Proposed
Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2024 was

Proposed June 28, 2022
Adopted
Revised
Date

SIGNED SIGNED

The FY 2024 budget file for the version described above will be uploaded via the School Finance Budget System on ADE's website by _____.
Type the Date as MM/DD/YYYY
Please enter upload by date

Superintendent Signature Business Manager Signature

Todd Jaeger Scott Little
Superintendent Name (Typed Name) Business Manager Name (Typed Name)

District Contact Employee: Scott Little

Telephone: (520) 696-5077 Email: slittle@amphi.com

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2023 $ 110,000,000
2. Estimated Revenues by Source for Fiscal Year 2024 (excluding property taxes)

Local	1000	$	
Intermediate	2000	$	
State	3000	$	29,000,000
Federal	4000	$	15,000,000
TOTAL		$	44,000,000

3. District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)

	Prior FY 2023	Est. Budget FY 2024
Primary Tax Rate:	3.5830	3.5830
Secondary Tax Rates:		
M&O Override	0.4573	0.4573
Special Program Override	0.1372	0.1372
Capital Override		
Class A Bonds		
Class B Bonds	0.7621	0.7621
CTED	0.0500	0.0500
Desegregation	0.2231	0.2231
Total Secondary Tax Rate	1.6297	1.6297

TOTAL BUDGETED EXPENDITURES AND AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	$ 110,893,097	$ 110,893,097
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line 12)	$ 14,759,482	$ 14,813,845
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)		$ 55,927,402
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		$ 181,634,344

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E)

1. Average salary of all teachers employed in FY 2024 (budget year)	$ 52,459
2. Average salary of all teachers employed in FY 2023 (prior year)	$ 50,981
3. Increase in average teacher salary from the prior year	$ 1,478
4. Percentage increase	3%

Comments on average salary calculation (Optional):

☐ Check this box if your district has no teachers (transporting districts and some CTEDs).

DISTRICT NAME Amphitheater Unified **COUNTY** Pima **CTD NUMBER** 100210000 **VERSION** Proposed

FUND 001 (M&O)

MAINTENANCE AND OPERATION (M&O) FUND

Expenditures		FTE Prior FY	FTE Budget FY	Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals Prior FY 2023	Totals Budget FY 2024	% Increase/ Decrease	
100 Regular Education												
1000 Instruction	1.	528.83	189.43	28,823,551	7,577,376	948,147	194,600	364,420	37,366,910	37,908,094	1.4%	1.
2000 Support Services												
2100 Students	2.	71.07	104.95	2,406,984	708,797	87,167	22,877	1,690	3,302,659	3,227,515	-2.3%	2.
2200 Instructional Staff	3.	49.71	89.66	1,652,527	472,082	235,996	63,298	10,968	2,436,981	2,434,871	-0.1%	3.
2300 General Administration	4.	11.25	12.60	1,118,486	250,530	204,413	21,206	47,648	1,707,355	1,642,283	-3.8%	4.
2400 School Administration	5.	89.10	112.00	4,826,820	1,274,560	102,112	23,285	657	6,445,174	6,227,434	-3.4%	5.
2500 Central Services	6.	52.30	85.40	2,335,033	616,880	969,883	167,944	203,645	4,311,143	4,293,385	-0.4%	6.
2600 Operation & Maintenance of Plant	7.	227.81	394.99	6,339,109	2,080,518	6,442,298	5,603,228	21,497	16,954,279	20,486,650	20.8%	7.
2900 Other	8.	0.00	0.00						0	0	0.0%	8.
3000 Operation of Noninstructional Services	9.	7.50	16.00	244,803	62,558		250,000		606,996	557,361	-8.2%	9.
610 School-Sponsored Cocurricular Activities	10.	25.00	42.50	135,686	37,398	1,112		71,352	229,998	245,548	6.8%	10.
620 School-Sponsored Athletics	11.	6.00	25.00	847,948	180,784	266,780	253,720	38,005	1,761,697	1,587,237	-9.9%	11.
630 Other Instructional Programs	12.	0.00	0.00						0	0	0.0%	12.
700, 800, 900 Other Programs	13.	0.00	0.00						0	0	0.0%	13.
Regular Education Subsection Subtotal (lines 1-13)	14.	1,068.57	1,072.53	48,730,947	13,261,483	9,257,908	6,600,158	759,882	75,123,192	78,610,378	4.6%	14.
200 and 300 Special Education												
1000 Instruction	15.	337.49	394.59	10,259,371	2,244,735	392,751	16,722	4,299	13,223,629	12,917,878	-2.3%	15.
2000 Support Services												
2100 Students	16.	55.60	73.80	3,110,280	706,056	1,198,696	78,578	1,839	5,831,455	5,095,449	-12.6%	16.
2200 Instructional Staff	17.	0.00	38.70	712,243	203,995	80,657	1,063	2,401	990,593	1,000,359	1.0%	17.
2300 General Administration	18.	21.85	3.00	152,238	38,317	838			197,438	191,393	-3.1%	18.
2400 School Administration	19.	2.00	2.30	37,508	7,977				18,254	45,485	149.2%	19.
2500 Central Services	20.	0.15	0.00			15,368	467		2,359	15,835	571.3%	20.
2600 Operation & Maintenance of Plant	21.	0.00	5.00	36,283	7,891	14,652	1,870	1,230	41,372	61,926	49.7%	21.
2900 Other	22.	2.00	0.00						0	0	0.0%	22.
3000 Operation of Noninstructional Services	23.	0.00	0.00						0	0	0.0%	23.
Subtotal (lines 15-23)	24.	419.09	517.39	14,307,923	3,208,971	1,702,962	98,700	9,769	20,305,100	19,328,325	-4.8%	24.
400 Pupil Transportation	25.	115.75	189.88	2,842,187	885,240	3,645,233	895,536	2,046	7,699,958	8,270,242	7.4%	25.
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	75.68	83.35	3,061,447	747,635	211,197	4,721	0	4,025,000	4,025,000	0.0%	26.
530 Dropout Prevention Programs	27.	1.75	0.75	103,000	20,600	5,812			129,412	129,412	0.0%	27.
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%	28.
550 K-3 Reading Program	29.	7.00	7.00	424,384	105,356				514,640	529,740	2.9%	29.
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	1,687.84	1,870.90	69,469,888	18,229,285	14,823,112	7,599,115	771,697	107,797,302	110,893,097	2.9%	30.

The district has budgeted an amount in the M and O Fund equal to the General Budget Limit as calculated on page 7 of 8.

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total All Disability Classifications	18,107,000	17,075,390	1.
2. Gifted Education	1,198,100	1,286,790	2.
3. Remedial Education	0		3.
4. ELL Incremental Costs	0		4.
5. ELL Compensatory Instruction	0		5.
6. Vocational and Technical Education (non-CTED)	0		6.
7. Career Education (non-CTED)	0		7.
8. Career Technical Education (CTED)	1,000,000	966,145	8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	20,305,100	19,328,325	9.
10. IEP required pupil transportation costs coded within Program 400	775,000	775,000	10.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5)

Teacher-Pupil 1 to 18

Staff-Pupil 1 to 27

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

	Prior FY	Budget FY
Number of FTE - Certified Employees	908.28	908.00
Number of FTE - Certified Purchased Services Personnel		0.00

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	**6350**	51,250
All Funds - Federal	*6330*	4,000

FY 2024 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) $ 225,000

(This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

DISTRICT NAME Amphitheater Unified **COUNTY** Pima **CTD NUMBER** 100210000 **VERSION** Proposed

FUND 010 (CSF)

CLASSROOM SITE FUND (CSF) AND CSF BUDGET LIMIT (A.R.S. §§ 15-977 and 15-978)

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Debt Service and Miscellaneous 6800	Totals Prior FY 2023	Totals Budget FY 2024	% Increase/ Decrease	
1000 Instruction	1.	11,515,533	2,878,883					14,122,781	14,394,416	1.9%	1.
2100 Support Services - Students	2.	311,230	77,807					381,696	389,037	1.9%	2.
2200 Support Services - Instructional Staff	3.	143,645	35,912					176,168	179,557	1.9%	3.
2300 Support Services - General Administration	4.							0	0	0.0%	4.
2500 Central Services	5.							0	0	0.0%	5.
3300 Community Services Operations	6.							0	0	0.0%	6.
4000 Facilities Acquisition and Constructior	7.							0	0		7.
5000 Debt Service	8.							0	0		8.
Total Expenditures (lines 1-8)	9.	11,970,408	2,992,602	0	0	0	0	14,680,645	14,963,010	1.9%	9.

The district has budgeted an amount in Fund 010 equal to the Classroom Site Fund Budget Limit as calculated below.

Classroom Site Fund Budget Limit Calculation

FY 2023 Classroom Site Fund Budget Limit (from FY 2023 latest revised Budget, page 3, line 16)	10.	14,680,645
FY 2023 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	11.	10,218,284
Unexpended Budget Balance (line 10 minus 11)	12.	4,462,361
Interest Earned in the Classroom Site Fund in FY 2023	13.	217,469
FY 2024 Classroom Site Fund Allocation (provided by ADE, based on $758)	14.	10,283,180
Adjustments to FY 2024 Classroom Site Fund Budget Limit (1)	15.	
FY 2024 Classroom Site Fund Budget Limit (Sum of lines 10 through 15) (2)	16.	14,963,010

(1) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.

(2) The amounts budgeted on line 7 cannot exceed the respective amounts on this line.

DISTRICT NAME Amphitheater Unified **COUNTY** Pima **CTD NUMBER** 100210000 **VERSION** Proposed

FUND 610 (UCO) UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Short-term Noninstructional Software Subscription 6655	Property (2) 6700	Redemption of Principal (3) 6831, 6832, 6833	Interest (4) 6841, 6842, 6843, 6850	All Other Object Codes (excluding 6900)	Totals Prior FY 2023	Totals Budget FY 2024	% Increase/ Decrease	
Unrestricted Capital Outlay Override (1)	1.								0	0	0.0%	1.
Unrestricted Capital Outlay Fund 610 (6)												
1000 Instruction	2.		6,000,000		300,000			1,500	4,301,500	6,301,500	46.5%	2.
2000 Support Services												
2100, 2200 Students and Instructional Staff	3.		400,000		575,000				975,000	975,000	0.0%	3.
2300, 2400, 2500, 2900 Administration	4.			27,000	6,394,882				5,611,874	6,421,882	14.4%	4.
2600 Operation & Maintenance of Plant	5.			1,100	35,000				35,000	36,100	3.1%	5.
2700 Student Transportation	6.				25,000				25,000	25,000	0.0%	6.
3000 Operation of Noninstructional Services (5)	7.								0	0	0.0%	7.
4000 Facilities Acquisition and Construction	8.				1,000,000				1,021,000	1,000,000	-2.1%	8.
5000 Debt Service	9.								0	0	0.0%	9.
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	6,400,000	28,100	8,329,882	0	0	1,500	11,969,374	14,759,482	23.3%	10.

The district has budgeted an amount in the UCO Fund which is less than the Unrestricted Capital Budget Limit as calculated on Page 8 of 8 by $54,363.

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	$ 400,000
6642 Textbooks	5,500,000
6643 Instructional Aids	500,000
673X Furniture and Equipment	510,000
673X Vehicles	3,000,000
673X Tech Hardware & Software	6,819,882

(3) Includes principal on Capital Equity Fund loans of _____, principal on leases of _____, and principal on bonds of _____.

(4) Includes interest on Capital Equity Fund loans of _____, interest on leases of _____, and interest on bonds of _____.

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)] _____

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211. _____

DISTRICT NAME Amphitheater Unified **COUNTY** Pima **CTD NUMBER** 100210000 **VERSION** Proposed

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904.(B)]

Expenditures		UNRESTRICTED CAPITAL OUTLAY Fund 610		BOND BUILDING Fund 630		NEW SCHOOL FACILITIES Fund 695		ADJACENT WAYS Fund 620 (2)		
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
Total Fund Expenditures	1.	11,969,374	14,759,482	9,942,925	17,162,217	0		793,980	901,032	1.
Select Object Codes Detail (1)										
6150 Classified Salaries	2.	0		0		0		0		2.
6200 Employee Benefits	3.	0		0		0		0		3.
6450 Construction Services	4.	0		0		0		0		4.
6710 Land and Improvements	5.	0		0		0		793,980	901,032	5.
6720 Buildings and Improvements	6.	0		9,942,925	8,900,000	0		0		6.
673X Furniture and Equipment	7.	510,000	510,000	0		0		0		7.
673X Vehicles	8.	3,000,000	3,000,000	0	1,600,000	0		0		8.
673X Technology Hardware & Software	9.	4,419,867	6,819,882	0	6,662,217	0		0		9.
6831, 6832, 6833 Redemption of Principal	10.	0		0		0		0		10.
6841, 6842, 6843, 6850, 6860 Interest and Debt-Issuance Costs	11.	0		0		0		0		11.
Total (lines 2-11)	12.	7,929,867	10,329,882	9,942,925	17,162,217	0	0	793,980	901,032	12.
Total amounts reported on lines 2-11 above for:										
Renovation	13.	50,000	50,000	9,942,925	17,162,217			0		13.
New Construction	14.	0		0		0		793,980	901,032	14.
Other	15.	7,879,867	10,279,882	0		0		0		15.
Total (lines 13-15, must equal line 12)	16.	7,929,867	10,329,882	9,942,925	17,162,217	0	0	793,980	901,032	16.

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2024 $ 350,000

Districts that are levying any amount for adjacent ways must fill in the Truth in Taxation Worksheet and follow the requirements of A.R.S. Sec. 15-905.01. The amount reported in footnote 2 above pulls to the Truth in Taxation Worksheet, Li

DISTRICT NAME Amphitheater Unified **COUNTY** Pima **CTD NUMBER** 100210000 **VERSION** Proposed

SPECIAL PROJECTS

	FTE		TOTAL ALL FUNCTIONS		
FEDERAL PROJECTS FTE & EXPENDITURES	Prior FY	Budget FY	Prior FY	Budget FY	
1. 100-130 ESEA Title I - Helping Disadvantaged Children	40.35	35	4,518,348	4,431,318	1.
2. 140-150 ESEA Title II - Prof. Dev. and Technology	4.74	6	696,956	963,827	2.
3. 160 ESEA Title IV - 21st Century Schools	0.15	1	503,220	495,533	3.
4. 170-180 ESEA Title V - Promote Informed Parent Choice	0.00		0		4.
5. 190 ESEA Title III - Limited Eng. & Immigrant Students	1.60	2	122,955	178,757	5.
6. 200 ESEA Title VII - Indian Education	1.33	1	15,663	15,663	6.
7. 210 ESEA Title VI - Flexibility and Accountability	0.00		0		7.
8. 220 IDEA Part B	52.90	16	2,037,195	3,121,365	8.
9. 230 Johnson-O'Malley	0.45	1	48,885	48,428	9.
10. 240 Workforce Investment Act	0.00		0	0	10.
11. 250 AEA - Adult Education	0.00		0	0	11.
12. 260-270 Vocational Education - Basic Grants	1.00	3	340,010	344,062	12.
13. 280 ESEA Title X - Homeless Education	0.00		0	0	13.
14. 290 Medicaid Reimbursement	0.00		2,127,511	2,168,504	14.
15. 374 E-Rate	0.00		500,000	500,000	15.
16. 378 Impact Aid	0.00		0	0	16.
17. 300-399 Other Federal Projects (Besides E-Rate & Impact Aid)	56.83	60	43,612,689	43,659,945	17.
18. Total Federal Project Funds (lines 1-17)	159.35	125	54,523,432	55,927,402	18.
STATE PROJECTS FTE & EXPENDITURES					
19. 400 Vocational Education	0.00	4	107,598	114,437	19.
20. 410 Early Childhood Block Grant	0.00		0	0	20.
21. 420 Ext. School Yr. - Pupils with Disabilities	0.00		0	0	21.
22. 425 Adult Basic Education	0.00		0	0	22.
23. 430 Chemical Abuse Prevention Programs	0.00		0	0	23.
24. 435 Academic Contests	0.00		0	0	24.
25. 450 Gifted Education	0.00		0	0	25.
26. 456 College Credit Exam Incentives	0.00		350,000	350,000	26.
27. 460 Environmental Special Plate	0.00		0	0	27.
28. Other State Projects	0.00	19	679,142	574,602	28.
29. Total State Project Funds (lines 19-28)	0.00	23	1,136,740	1,039,039	29.
30. Total Special Projects (lines 18 and 29)	159.35	148	55,660,172	56,966,441	30.

INSTRUCTIONAL IMPROVEMENT FUND EXPENDITURES (020)	Prior FY	Budget FY	
1. Teacher Compensation Increases	125,000	125,000	1.
2. Class Size Reduction	175,000	175,000	2.
3. Dropout Prevention Programs (M&O purposes)	298,000	159,924	3.
4. Instructional Improvement Programs (M&O purposes)	57,710	0	4.
5. Total Instructional Improvement Fund (lines 1-4)	655,710	459,924	5.

OTHER FUNDS EXPENDITURES

		Prior FY	Budget FY	
1.	050 County, City, and Town Grants	0		1.
2.	071 English Language Learner (1)	0	0	2.
3.	072 Compensatory Instruction (1)	0	0	3.
4.	500 School Plant (2)	2,505,511	2,759,765	4.
5.	510 Food Service	6,000,000	6,000,000	5.
6.	515 Civic Center	611,000	850,909	6.
7.	520 Community School	136,043	135,686	7.
8.	525 Auxiliary Operations	2,100,000	2,100,000	8.
9.	526 Extracurricular Activities Fees Tax Credit	2,000,000	2,000,000	9.
10.	530 Gifts and Donations	1,990,047	1,915,990	10.
11.	535 Career & Technical Education Projects	50,000	10,005	11.
12.	540 Fingerprint	15,000	15,000	12.
13.	545 School Opening	0	0	13.
14.	550 Insurance Proceeds	257,631	376,500	14.
15.	555 Textbooks	67,984	74,492	15.
16.	565 Litigation Recovery	135,467	137,258	16.
17.	570 Indirect Costs	917,804	1,021,388	17.
18.	575 Unemployment Insurance	20,000	10,748	18.
19.	580 Teacherage	0	0	19.
20.	585 Insurance Refund	24,152	24,663	20.
21.	590 Grants and Gifts to Teachers	0	0	21.
22.	595 Advertisement	0	0	22.
23.	596 Career Technical Education	1,385,973	1,422,448	23.
24.	597 Arizona Industry Credentials Incentive	65,000	65,000	24
25.	639 Impact Aid Revenue Bond Building	0	0	25.
26.	650 Gifts and Donations-Capital	425,110	455,986	26.
27.	660 Condemnation	4,292	4,383	27.
28.	665 Energy and Water Savings	0	0	28.
29.	686 Emergency Deficiencies Correction	0	0	29.
30.	691 Building Renewal Grant	7,000,000	7,000,000	30.
31.	700 Debt Service	16,000,000	16,000,000	31.
32.	720 Impact Aid Revenue Bond Debt Service	0	0	32.
33.	850 Student Activities	1,000,000	1,000,000	33.
34.	Other 855 Empl Ins	8,500,000	7,538,175	34.
	INTERNAL SERVICE FUNDS 950-989			
1.	9___ Self-Insurance	0		1.
2.	955 Intergovernmental Agreements	100,000	100,000	2.
3.	9__ OPEB	100,000	100,000	3.
4.	9___ _____	500,000	500,000	4.

(1) From Supplement, line 10 and line 20, respectively.
(2) Indicate amount budgeted in Fund 500 for M&O purposes _____

DISTRICT NAME Amphitheater Unified **COUNTY** Pima **CTD NUMBER** 100210000

VERSION Proposed

CALCULATION OF FY 2024 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)

			A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1.	FY 2024 Revenue Control Limit (RCL) (from BSA55 tab, page 3)	$ 87,004,930	$ 86,950,567	$ 54,363
*2. (a)	FY 2024 District Additional Assistance (DAA) (from BSA55 tab, page 4)	$ 6,790,108		
(b)	DAA Adjustment (from BSA55 tab, page 4)	$ 0		
(c)	Total DAA (line 2.a plus 2.b)	$ 6,790,108		6,790,108
*3.	FY 2024 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)			
(a)	Maintenance and Operation		8,700,493	
(b)	Unrestricted Capital Outlay			
(c)	Special Program		2,610,148	
*4.	Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to $50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)			
*5.	Tuition Revenue (A.R.S. §§15-823 and 15-824) (Do **not** include full-day kindergarten or summer school tuition)			
(a)	Individuals and Other Private Sources			
(b)	Other Arizona Districts		40,000	
(c)	Out-of-State Districts and Other Governments			
(d)	Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6.	State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7.	Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)			
8.	Budget Increase for:			
(a)	Desegregation Expenditures (A.R.S. §15-910.G-K)		4,025,000	
* (b)	Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)		4,620,588	
(c)	Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)		129,412	
(d)	Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2022 (A.R.S. §15-910.N, as amended by Laws 2022, Ch. 285, §3)			
* (e)	Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (f)	FY 2023 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)		0	
(g)	Excessive Property Tax Assessed Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (h)	Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
*9.	Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.			
(a)	Prior Year Over Expenditures/Resolutions:			
(b)	Decrease for Transfer from M&O to Energy and Water Savings Fund			
(c)	Increase for Energy and Water Savings Fund Transfer to M&O			
(d)	Noncompliance Adjustment			
(e)	ADM/Transportation Audit Adjustment			
(f)	Other: Student Attendance Audit		(152,861)	
*10.	Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)		793,950	
*11.	Estimated Allocation of Onetime State Aid Supplement (Laws 2023, Ch. 133, §31)		3,175,800	
12.	FY 2024 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		$ 110,893,097	
13.	Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line 11)			$ 6,844,471

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

DISTRICT NAME	Amphitheater Unified	COUNTY	Pima	CTD NUMBER	100210000
				VERSION	Proposed

CALCULATION OF FY 2024 UNRESTRICTED CAPITAL BUDGET LIMIT
(A.R.S. §15-947.D)

UNRESTRICTED CAPITAL BUDGET LIMIT

1.	FY 2023 Unrestricted Capital Budget Limit (UCBL) (from FY 2023 latest revised Budget, page 8, line 12)	$ 11,969,374
2.	Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	$
3.	Adjusted Amount Available for FY 2023 Capital Expenditures (line 1 + 2)	$ 11,969,374
4.	Amount Budgeted in Fund 610 in FY 2023 (from FY 2023 latest revised Budget, page 4, line 10)	$ 11,969,374
5.	Lesser of line 3 or the sum of line 4 and any positive adjustment on line 2	$ 11,969,374
6.	FY 2023 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	$ 4,000,000
7.	Unexpended Budget Balance in Fund 610 (line 5 minus 6) If negative, use zero in calculation, but show negative amount here in parentheses.	$ 7,969,374
8.	Interest Earned in Fund 610 in FY 2023	$
9.	Monies deposited in Fund 610 from Division of School Facilities for donated land (A.R.S. §41-5741.F)	$
10.	Adjustment to UCBL for FY 2024 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable.	
	(a) Prior Year Over Expenditures/Resolutions:	$
	(b) ADM/Transportation Audit Adjustment	$
	(c) Other:	$
11.	Amount to be Used for Capital Expenditures (from page 7, line 12)	$ 6,844,471
12.	FY 2024 Unrestricted Capital Budget Limit (lines 7 through 11) (1)	$ 14,813,845

(1) The amount budgeted on page 4, line 10 cannot exceed this amount.

DISTRICT NAME Amphitheater Unified **COUNTY** Pima **CTD NUMBER** 100210000 **VERSION** Proposed

SUPPLEMENT TO SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET FOR DISTRICTS THAT BUDGET FOR ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)

English Language Learners Supplement		FTE		Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	Totals		%	
		Prior	Budget			6300, 6400,				Prior	Budget	Increase/	
Expenditures		FY	FY	6100	6200	6500	6600	6700	6800	FY 2023	FY 2024	Decrease	
English Language Learner Fund 071 (A.R.S. §15-756.04)													
1000 Instruction	1.	0.00								0	0	0.0%	1.
2000 Support Services													
2100 Students	2.	0.00								0	0	0.0%	2.
2200 Instructional Staff	3.	0.00								0	0	0.0%	3.
2300 General Administration	4.	0.00								0	0	0.0%	4.
2400 School Administration	5.	0.00								0	0	0.0%	5.
2500 Central Services	6.	0.00								0	0	0.0%	6.
2600 Operation & Maintenance of Plant	7.	0.00								0	0	0.0%	7.
2700 Student Transportation	8.	0.00								0	0	0.0%	8.
2900 Other	9.	0.00								0	0	0.0%	9.
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	10.	0.00	0.00	0	0	0	0		0	0	0	0.0%	10.
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)													
1000 Instruction	11.	0.00								0	0	0.0%	11.
2000 Support Services													
2100 Students	12.	0.00								0	0	0.0%	12.
2200 Instructional Staff	13.	0.00								0	0	0.0%	13.
2300 General Administration	14.	0.00								0	0	0.0%	14.
2400 School Administration	15.	0.00								0	0	0.0%	15.
2500 Central Services	16.	0.00								0	0	0.0%	16.
2600 Operation & Maintenance of Plant	17.	0.00								0	0	0.0%	17.
2700 Student Transportation	18.	0.00								0	0	0.0%	18.
2900 Other	19.	0.00								0	0	0.0%	19.
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	20.	0.00	0.00	0	0	0	0		0	0	0	0.0%	20.

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET

CTD NUMBER 100210000
VERSION Proposed

I certify that the Budget of Amphitheater Unified **District,** Pima **County for fiscal year 2024 was officially proposed by the Governing Board on,** June 28, 2022 **, and that the complete Proposed Expenditure Budget may be reviewed by contacting** Scott Little **at the District Office, telephone** 520.696.5000 **during normal business hours.**

President of the Governing Board

1. Average Daily Membership:	2022 ADM	Prior Year 2023 ADM	Budget Year 2024 ADM
Attending	11,489.7026	11,293.8501	11,338.8518

2. Tax Rates:	Prior FY	Est. Budget FY
Primary Rate (equalization formula funding and budget add-ons not required to be in secondary rate)	3.5830	3.5830
Secondary Rate (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)	1.6297	1.6297

3. Budgeted Expenditures and Budget Limits:	Budgeted Expenditures	Budget Limit
Maintenance & Operation Fund	110,893,097	110,893,097
Classroom Site Fund	14,963,010	14,963,010
Unrestricted Capital Outlay Fund	14,759,482	14,813,845

4. Average Teacher Salaries (A.R.S. §15-903.E)	
1. Average salary of all teachers employed in FY 2024 (budget year)	52,459
2. Average salary of all teachers employed in FY 2023 (prior year)	50,981
3. Increase in average teacher salary from the prior year	1,478
4. Percentage increase	3%

Comments on average salary calculation (Optional):

MAINTENANCE AND OPERATION EXPENDITURES

	Salaries and Benefits		Other		TOTAL		% Inc./(Decr.) from
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY
100 Regular Education							
1000 Instruction	36,400,927	36,400,927	965,983	1,507,167	37,366,910	37,908,094	1.4%
2000 Support Services							
2100 Students	3,206,609	3,115,781	96,050	111,734	3,302,659	3,227,515	-2.3%
2200 Instructional Staff	2,248,127	2,124,609	188,854	310,262	2,436,981	2,434,871	-0.1%
2300, 2400, 2500 Administration	11,002,644	10,422,309	1,461,028	1,740,793	12,463,672	12,163,102	-2.4%
2600 Oper./Maint. of Plant	8,558,831	8,419,627	8,395,448	12,067,023	16,954,279	20,486,650	20.8%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	317,005	307,361	289,991	250,000	606,996	557,361	-8.2%
610 School-Sponsored Cocurric. Activities	187,937	173,084	42,061	72,464	229,998	245,548	6.8%
620 School-Sponsored Athletics	1,377,766	1,028,732	383,931	558,505	1,761,697	1,587,237	-9.9%
630, 700, 800, 900 Other Programs	0	0	0	0	0	0	0.0%
Regular Education Subsection Subtotal	63,299,846	61,992,430	11,823,346	16,617,948	75,123,192	78,610,378	4.6%
200 and 300 Special Education							
1000 Instruction	12,949,694	12,504,106	273,935	413,772	13,223,629	12,917,878	-2.3%
2000 Support Services							
2100 Students	4,051,456	3,816,336	1,779,999	1,279,113	5,831,455	5,095,449	-12.6%
2200 Instructional Staff	937,685	916,238	52,908	84,121	990,593	1,000,359	1.0%
2300, 2400, 2500 Administration	215,192	236,040	2,859	16,673	218,051	252,713	15.9%
2600 Oper./Maint. of Plant	36,443	44,174	4,929	17,752	41,372	61,926	49.7%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	18,190,470	17,516,894	2,114,630	1,811,431	20,305,100	19,328,325	-4.8%
400 Pupil Transportation	3,900,144	3,727,427	3,799,814	4,542,815	7,699,958	8,270,242	7.4%
510 Desegregation	3,766,929	3,809,082	258,071	215,918	4,025,000	4,025,000	0.0%
530 Dropout Prevention Programs	123,600	123,600	5,812	5,812	129,412	129,412	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	514,640	529,740	0	0	514,640	529,740	2.9%
TOTAL EXPENDITURES	89,795,629	87,699,173	18,001,673	23,193,924	107,797,302	110,893,097	2.9%