



Summit 7

Required Information

Charter School Information				
1. Name of proposed charter school Summit 7 / S 7				
2. Name of applicant: : Leslie McCourt-Nussman				
3. Authorized agent: Leslie McCourt-Nussman				
4. Mailing address: Street, City, State, Zip: 11229 Brook N Lance, South Jordan, Utah , 84095				
5. Phone number : 8048960459			6. Email address leslienussman@gmail.com	
7. District(s) where proposed charter school is located : Murray				
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)				
Name	Email	Position on Board (e.g., chair, secretary)	Type of Member (e.g., parent, business)	Profession
Leslie McCourtNussman	leslienussman@gmail.com	Chair	Community Member	Curriculum Specialist
Joy Phillippy	joy@plan-maker.com	member	Community Member	Registered Nurse/ Educator
Lezlie Harper	lezlieharper@hotmail.com	Vice Chair	Community Member	Technology Educator
Michelle Leonard	leonardranch6@gmail.com	member	Community Member	Parent/ Guidance Counseling Student
Kalli Huntsman	kallihuntsman@mac.com	member	Community Member	Business Owner
Andy Nydegger	afnydegge@gmail.com	member	Community Member	Registered Nurse/ Educator
9. Year school will start 2017-2018			10. Grades served 9-12	

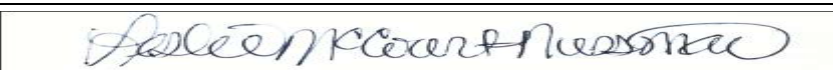
11. Requested Enrollment Year 1: Grade K: _____, Grades 1-6: _____, Grades 7-8: _____, Grades 9-12: __200 Total: __200 Year 2: Grade K: _____, Grades 1-6: _____, Grades 7-8: _____, Grades 9-12: __220 Total: __220 Year 3: Grade K: _____, Grades 1-6: _____, Grades 7-8: _____, Grades 9-12: __240 Total: __240 Does proposed grade configuration match resident district grade configuration? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
12. Is this proposal seeking special treatment under UCA 53A-1a-501.9? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles. Provide details regarding the need for the waiver as Attachment B).	
Signatures	
WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent Leslie McCourt-Nussman	
Signature of Authorized Agent	
Name of Charter School Board Chair Summit 7	
Signature of Charter School Board Chair (if different than Authorized Agent)	

Table of Contents

<i>Cover Page.....</i>	<i>1</i>
<i>Required Information.....</i>	<i>2-3</i>
<i>Table of Contents.....</i>	<i>4</i>
<i>Executive Summary.....</i>	<i>5-6</i>
<i>Body of the Proposal.....</i>	<i>7-18</i>
<i>Section 1: School Purpose and Goals.....</i>	<i>7-9</i>
<i>Section 2: Market Analysis.....</i>	<i>9-11</i>
<i>Section 3: Program of Instruction.....</i>	<i>11-15</i>
<i>Section 4: Performance Measures.....</i>	<i>15-16</i>
<i>Section 5: Governance.....</i>	<i>16-19</i>
<i>Appendix A: Background Information Sheets.....</i>	<i>20-31</i>
<i>Appendix B: Scoring Rubrics.....</i>	<i>32-37</i>

Executive Summary

Summit 7, or **S7**, is a charter school located in Murray, Utah, whose focus is career and technical education. **S7** educators and board members have chosen to be proactive in the education field and in particular--Career and Technical Education (CTE) with a STEM focus. Educators and board members at **S7** must take into consideration the demands of the current economic status, the impact of economic status on graduation rates, and then educators and board members must be reactive. Our reaction to current socioeconomics is the charter school, **S7**. **S7** is a great way to educate the students of Utah. Schools cannot plan or educate for jobs that do not exist unless they allow and forge partnerships with their external publics. The outside businesses and partnerships aligned with our communities at large will create the demand for occupations and workers. Our CTE curriculum has to react to that demand in order to have the prepared work force and skilled professionals for today and tomorrow.

S7 wants to define CTE and STEM education as well as the process of defining career and collegiate readiness by forming collaborative partnerships with school districts, and charter schools already in existence. Students from these schools could choose to spend ½ of their school day at **S7** working on their area of interest. **S7's** goal is to help improve skills and increase learning with data driven curriculum that is documented by assessment to bring to the state of Utah improving graduations rates and graduates who are prepared for college and career workforce opportunities for today's global markets.

S7 is a 9-12 high school with industry partners and collaboration to enhance the traditional high school experience for Utahans. This is not a typical vocational center, but a unique lab, and hybrid model (a working model) of the flipped classroom incorporating online learning and teacher instruction. This model will be used to help address all learners, including our underserved populations by providing the scaffolding to address special education and at risk populations which will enable them to complete credits needed to graduate. Students will have the opportunity to complete an associate's degree in conjunction with their current high school and/or earn industry certifications in their chosen area of interest. In demand occupations in the IT Industry, Science, and Health Care fields will be our focus. **S7** is looking to serve 200 students in its inaugural year.

S7 will strive to put in place a partnership of college and industry associates that will strengthen our ability to provide CTE students with quality educational programs that prepare them to be college and/or career ready. These partnerships will help provide students with benefits like professional industry certifications, CTE concurrent enrollment, Advanced Placement credit, apprentice scholarships, internships and above average wage job placement as they graduate the program and high school simultaneously.

Alignment to national industry certifications, Common Core, or state and national standards are of utmost importance. **S7** will accomplish the task of integration and alignment through the use of pacing guides and standards taught by innovative qualified teachers.

Parents, career counselors, teachers want the best for our students. Families understand the complex marketplace. Each wants to see students have the best education and tools to enter a chosen career field. Current US data has over half of all college graduates unemployed or underemployed. The focus of **S7** is to prepare students for jobs currently in demand locally, such as Certified Nursing Assistant, Licensed Practical Nurse, Respiratory Therapist, Computer Programmer, and Computer Security/Network Architects.

At **S7**, educators like the ability to post questions online and have students post answers in an open forum or to use additional technologies of today or tomorrow without the worry of more introverted students being less inclined to participate. The venue allows for differentiating instruction for all learners. The classroom setting provides scaffolding for further discussion, and also ensures continued interaction and individualized attention for students who need it. As noted in EDREFORMS article:

“Online learning proponents predict a continued influx of online learning programs in the coming years and decades... Blended programs go beyond introducing iPads or computers to the classroom, and instead focus on how this technology is going to aid the learning process.”

The days of working in our own small world of internal publics and relying only on one budget to support and run our schools are no longer effective by themselves. Now, we must utilize every idea and involve external publics to be successful. We now have more questions to answer, and standards to meet. **S7** will address these issues! **S7 WILL MEET the Challenge!**

S7 strategically prepares students by bridging the gap of collegiate and job confusion with career-based curriculum that is built upon a rapport in industry and collegiate circles. This very relationship will help build each student's future.

Utah's rich data centers and renowned medical facilities offer a unique opportunity for **S7**. Partnerships forged between business, local schools, the chamber of commerce, Prosperity 20/20, and others are more than monetary; they will become treasured endeavors while providing a rewarding education for our high school scholars. Together we can train, and redefine the future for our children, the leaders of tomorrow's workforce. We will be able to provide the opportunity, in conjunction with the student's current high school, to complete an associate degree, earn a high school diploma, and/or obtain industry certifications while in high school. Imagine as a high school student you are sought after and offered a position, fellowship, internship, college scholarship and/ or stipend to work for a company before leaving high school. Those with obligations in the community can secure education and employment before leaving to fulfill those commitments. Upon returning the students will have a place in education, certifications to step back into academia and a hand up in competitive industries.

S7's collegiate and career-based course offerings along with real world experiential learning will open the gate to a brighter future and stronger economy for Utah!

Section 1: School Purpose and Goals

Purpose

As specified in 53A-1a-503, **S7**'s purpose is to create new professional opportunities for educators, increase choice of learning opportunities for students and establish new models of public schools and a new form of accountability for schools.

Create New Professional Opportunities: Interested professionals and faculty at **S7** will be given the opportunity to actively participate in designing and implementing the learning program at **S7**. They will be involved in creating and selecting curriculum that meets the standards and objectives required by USOE. These qualified professionals will bring their own abilities and techniques to provide a rigorous hybrid of teacher instruction, real-world experience, simulated labs, and online learning with an emphasis on implementing new techniques and technologies to improve student learning.

Increase Choice of Learning Opportunities: **S7** will prepare students for today's occupations & tomorrow's professions by utilizing economic driven demands and highly engaged instruction with industry partners. **S7** prepares the leaders of tomorrows' global workforce. **S7** students will have an increased choice of learning opportunities. High demand programs will provide opportunities for students to specialize in a specific career-related program of coursework such as Certified Nursing Assistant, Licensed Practical Nurse, Respiratory Therapist, Computer Programmer, and Computer Security/Network Architects. **S7** will lead the way in implementing online learning and the flipped classroom with its innovative autonomy. However, supports must also be in place at **S7**. Students will not be on their own in the hybrid or industry endeavor, but will be provided additional supports to create an industry connection and provide rigorous preparation to higher education with the skills acquired and applied in the classroom. **S7**'s innovative curriculum will engage students in the now factor, preparing them for technology, science, and health care careers that might not even exist yet. For example, the skills taught in our courses will provide the foundation for futuristic thinking in software development, computer architecture and cybersecurity as well as healthcare technologists who may be needed to educate and maintain computerized medical equipment such as iPads being used for diagnostics and patient vitals.

New Form of Accountability: Innovative student achievement accountability will include robust measurement tools that may change as new and improved tools are accepted by the board. These tools may include industry assessments (such as Comptia Net+) and certifications (such as Microsoft's MTA exams), collegiate exams (such as AP and/or Concurrent finals) and objectives, Utah state skills exams and adherence to state standards and objectives (such as UNAR monitored courses) as well as innovative tools discovered and implemented by qualified professionals in both industry and education.

Mission

The mission of **Summit 7 (S7)** is to provide all students an opportunity to climb from the foothills of ordinary education through innovative undergraduate and professional programs that engage students during their ascension to Seven Summits; creating and producing salubrious, sophisticated, steady, spirited, strong, synergistic, sage students who enjoy tangible learning that will prepare the leaders of tomorrow's global workforce for modern careers and contemporary collegiate experiences as well as professions that may not currently exist in Technology, Health Care and Science.

Vision

In five to ten years **S7** will have gained momentum and will be providing students with a rich and rewarding experience. Friends, family, and community involvement will have increased yearly. The advisory council works with industry and other agencies to continuously improve learning and opportunities for our students. The public private partnership is working well. **S7** provides academically rigorous course offerings, to grades 9-12. Middle market and in demand jobs are being filled with our students. We are now having an annual job and career fair with industry as our students gain both a high school diploma, certificates recognized by industry and associate degrees; our students are first in line for jobs in Utah. Industry relationships created at **S7** will work for both industry and students. Industry will indicate their demands and **S7** will adjust to those demands to provide the thinking and learning required by our business partners. As these industries and businesses hire additional professionals, our established relationships will put our students competitively in the forefront.

Educational Foundation

S7's educational foundation will consist of established partnerships with some of those in our community that are interested in educational advancement. **S7** will complete this task by establishing an effective local advisory council with assigned working committees, that may consider alignment to or consideration of, but not limited to internal and external publics such as academic peers, parents, college partners, industry, chambers of commerce, Prosperity 20/20, etc. For example, companies such as Microsoft, HP, IHC and IBM might be seeking employees who are not currently being trained in Utah in sufficient numbers to fill all of the open positions. We will train our students with input from these partners so that the industry partners get what they want and our students receive a rigorous education in modern professions with a head start into college and career. Expert teachers are already being contacted by businesses requesting student applications for hire. These teachers and programs do not have enough students and programs to fill the need.

Population

S7 specifically targets students, grades 9-12, in the greater Wasatch Front area, who are interested in achieving success in health care, technology and science. Data reveals that approximately 5,000 juniors and seniors attend Canyons School District high schools. Currently

about 900 juniors and seniors have applied for enrollment in the CTE programs of their technical high school. This is around 22% of the population. If we extrapolate this data to all Wasatch Consortium schools, (Canyons, Granite, Jordan, Murray, Salt Lake, & Tooele School Districts) who would be eligible to attend **S7**, we have the possibility of almost 60,000 high school students. **S7** would need to recruit less than 1% of these students to meet their first year goal of 200 students. Our founding board of professional educators has established relationships with community partners.

Meet Needs of Target Population

As specified under 53A-1a-501.9, **S7** recognizes and believes the educational program offered will attract a diverse student population, and is prepared to meet the needs of each student through authentic learning experiences, such as internships and externships, a rigorous hybrid of teacher instruction by qualified instructors, real-world experience, simulated labs, and flexible online learning with an emphasis on implementing new techniques and technologies to improve student learning and to help each student succeed with preparations to become the leaders of tomorrow's global workforce for modern careers and contemporary collegiate experiences as well as careers that may not currently exist in Technology, Health Care and Science. The founding members will look at the enrolled population to determine more specific goals after the first year.

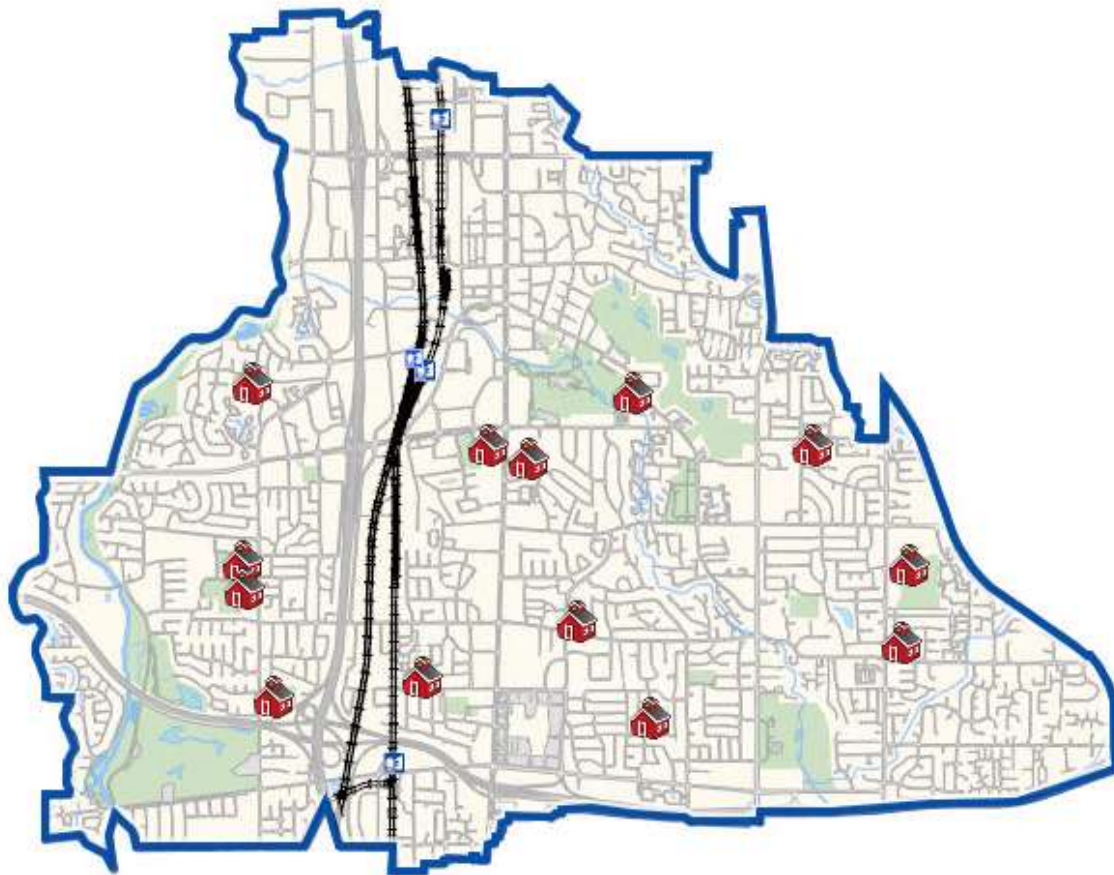
Section 2: Market Analysis

Education Landscape

S7 will be located in the Murray City area, which is in the Murray School District. It is a viable location for **S7** because Murray School District currently has no CTE School in its boundaries. According to the 2010 census, Murray has approximately 46,746 residents. Murray is close to Salt Lake City, West Valley City, Sandy and West Jordan, Utah. Murray is home to the Intermountain Medical Center, a huge medical campus that is also Murray's largest employer.

Target Location

The Murray City School District has ten schools: seven elementary schools, two middle schools, (Riverview and Hillcrest), and one senior high school (Murray). Murray has one major private school, Mount Vernon Academy, founded in 1975. Other smaller schools include: Wasatch Institute of Technology, American International School of Utah, Utah Virtual Academy, AMES, Vanguard Academy, St. Vincent DePaul School, Sego Lily School, Applied Scholastics Academy of Salt Lake, Alianza Academy, Realms of Inquiry, Christ Lutheran Church School, and Success Charter School. 9-12 schools are shown below.



Trends specific to school selection

Steven Webb, Superintendent of Vancouver Public Schools in Washington State says, “Preparing our children for the high expectations of college and the future workforce requires us to completely re-imagine high school. The old model is not going to cut it anymore. Through a competency-based approach to learning, students will graduate high school with a mastery of core subjects, deep experience solving real-world problems, and ready to succeed throughout life.” This current trend in education will help **S7** be successful. Education needs to use a CTE model of project-based, experiential education promoting internships and competency-based instruction demonstrated by industry certifications, skill exam rates and industry partnerships to prepare students for real-world professions and future collegiate experiences.

Characteristics

There is a documented and sizable skills gap in America. Many young adults do not have the skills needed to enter and succeed in growth sectors of the economy. This is true both for those

with a high school diploma, and for those with some college education. There are 28 million middle skill jobs — those that require an associate degree or similar technical training — currently vacant in the U.S. By 2018, an additional 14 million jobs requiring middle skills will be created. The highest paid of those jobs will be in science, technology, engineering, and mathematics (STEM) fields. In Murray, the population understands this need. According to City-Data.com, Murray boasts a 92.6% high school or higher graduation rate. In 2011, study author Dr. Anthony P. Carnevale, director of the Georgetown University Center on Education and the Workforce, raised this warning: "Of the 1.6 million projected Utah jobs in 2018, only about one-fourth will be available to high school graduates. A quarter will go to those with some postsecondary training or college." The bulk of the jobs, the study showed, are reserved for those who achieve associate, bachelors or graduate degrees.

Section 3: Program of Instruction

Compelling Evidence for Replication

Blue Valley Schools' Center for Advanced Professional Studies (CAPS) is a nationally recognized, innovative high school program. The School is located in Kansas. Students fast forward into their future and are fully immersed in a professional culture, solving real world problems, using industry standard tools and are mentored by actual employers, all while receiving high school and college credit. CAPS is an example of how business, community and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow. While each institution has different admission standards, showing the ability to complete real-world interdisciplinary projects is proving to differentiate CAPS students on college, university, and scholarship applications. First began in 2008 as a satellite program for about 150 students in the district, the students were sent to businesses around the area to learn about the workforce. Today, CAPS is housed in a sprawling building in Overland Park, with more than 800 students and classes that continue to evolve. CAPS has also won the national Edison award for CTE and Industry. By partnering with local businesses and mentors, CAPS is able to identify demand in industries and adapt its course offerings accordingly.

S7 will use both curriculum that has already been developed as well as curriculum developed by our own faculty. To meet the objective of our mission to provide a rigorous and relevant education, as well as cultivate a global perspective of leadership, our curriculum will be chosen from a wide range of resources that are responsive and engage students in active experiential learning and making meaning of the Content Core Standards and National Science and Health Industry Standards. The curriculum will also integrate strategies to increase student's academic exposure across the content, increasing acquisition preparing them for college and careers. Research also indicates that cultural responsive curriculum "improves student achievement, according to a variety of indicators, across ethnic groups, grade levels, and subject or skill areas. The multiple achievement effects include higher scores on standardized tests, high grade point averages, improved student self-concepts and self-confidence, and greater varieties and levels of student engagement with subject matter" (Gay, 2000, p. 46). Research supporting integrated

curriculum is also extensive. Instructional teams will be required to meet periodically at lunch to plan and discuss students. They will also have time to plan their interdisciplinary curriculum, which is supported by abundant research demonstrating its effectiveness. The teachers will meet with their departments and colleagues. In this capacity, the teachers will be required to create common formative and summative assessments. Subject matter teams will be trained to analyze the results from their common assessments and develop strategies to address the weaknesses within their individual instruction. Our goal is for the **S7** instructional and advisory teams to become high functioning professional learning communities, which include the following elements (Crow & Matthews, 2010, pp. 47-48): A “common mission, vision, values and goals that are focused on student learning,” “Teaming that is collaborative,” “Decision making based on data and research,” “Use of continuous assessment to improve learning,” “Academic success for all students with systems of prevention and intervention,” “Professional development that is teacher driven and embedded in daily work,” and “Participative leadership that focuses on teaching and learning.”

A heavy emphasis on instructional leadership, along with a focus on the social aspects of learning—such as a recognition of factors outside of the classroom that impact students' education—are among the major changes included in the revised school leaders' standards released on Monday. The standards, known as the Interstate School Leaders Licensure Consortium Standards—or ISLLC—describe what school leaders (principals, assistant principals, superintendents, and other district heads) should know and demonstrate in order to prepare students for college and the workforce.

The primary goal of these standards is to articulate what effective leadership looks like in a transformed public education system," according to the draft released for public comment on Monday. "The standards envision public schools that empower every learner to take ownership of his or her learning, that emphasize the learning of content and application of knowledge and skill to real-world problems, that value the differences each learner brings to the learning experience, and that leverage rapidly changing learning environments to maximize learning." As a great leader, Leslie McCourt-Nussman believes that communication with staff, students, parents, and both external and internal publics should take place daily, weekly, monthly. We plan to utilize email, text messaging, newsletters, and the website to keep our school abreast of what is taking place at **S7**. Involving the advisory council will include the chamber of commerce and other key leaders in the community. Together we can ensure our students have success.

In order to successfully implement this curriculum, faculty will need to be trained in the use of real-world interdisciplinary projects and professional cultures. The board will need to research other successful models to determine modifications that need to be made in the curriculum. Advisory Councils will be active and meet with internal members, such as – teachers, student reps from program areas, administrators, board representatives, and our external publics, to ensure that curriculum is meeting the needs of students. Participation in job shadowing, practicums, and internships will help to ensure that **S7** students transition into the work force and higher education. A founding board member researched and called CAPS to determine the

methods used in the school. S7 plans to replicate the way CAPS is set up, but we do not plan to replicate all of the coursework. We are adapting the plan to fit Utah's needs and population.

Rationale for the Program

The design of the S7 model is replicated from various schools that have been successful across the country. CTE schools in several states are providing real-world experiences successfully through a variety of models and educational structures. These include courses and pathways offered through secondary schools and county offices of education, as well as various integrated and academic programs, including career academies offered through Chartered schools, Partnership Academies, Specialized Secondary Programs and Regional Occupation Centers. S7 will primarily base its model on the CAPS program from Kansas.

Young people understand the need to prepare for the workplace by acquiring skills and education, yet a high percentage do not finish college degrees. Incompetent academic curriculum, and lack of leadership are among the causes of low college completion rates. A report on youth education and employment states - that many educators and industry leaders believe the high dropout rates in high school and college are driven by a lack of a "clear, transparent connection between their program of study and tangible opportunities in the labor market".

Stakeholders both in education and Industry are responding with new innovative approaches to providing these opportunities. **S7** provides and addresses postsecondary degree completion and career readiness by smoothing the transitions between high school, college, and the professional world. In particular, the model recognizes that students need early and engaging experiences with the world of work, to make the academic work in high school and college meaningful and to fully prepare them with the workplace skills required by employers through experiential education, cooperative education, internships, apprenticeships, and job shadowing. Opportunities to take challenging, relevant courses, and to gain exposure to the workplace, can be powerful motivators for students.

A founding board member met with Murray school district guidance counselors, school district administration, in both public and charter schools about Summit 7. The counselors and administration expressed a high level of interest in the school. Murray school district does not have a technical high school in the district. Charters schools already in existence do not have programs that can offer certifications and lead to jobs in the fields currently. Each school wishes us luck and cannot wait to develop a greater rapport and share their students with us, thereby further helping students achieve academic success. Approximately 100 Students were surveyed during lunch blocks in the school district and in a twelve mile radius of Murray. The students showed interest in respiratory therapy, nursing, health IT, and security and networking.

Online Education

Several industry certification curriculum programs are offered by industry leaders themselves. It would be imprudent to dismiss these curriculums altogether. **S7** will explore these options, such as Cisco's CCNA curriculum created to help pass Cisco's CCNA exam. **S7** will also rely on the expertise of its faculty to determine rigorous curriculum that can be delivered online. Properly licensed and endorsed teachers will still provide the primary instruction to students, using pre-assessments, formative assessments and post-assessments to measure student competency and student progress. Teachers will enter grades into an online gradebook for student and parent examination. Teachers will provide assistance to students by communicating with them in person, emailing, texting and providing scaffolding such as, advance organizers, checklists, and collaborative grouping. To ensure the authenticity of student work, and adequate proctoring of assessments we will have a testing center. The center will be monitored by instructional faculty and staff. Training will be provided to the staff before the school year starts and during the year. Teachers and students will sign up for particular days and times in which the tests will be proctored via computers in the testing lab. Teachers will receive immediate feedback along with the students on the level attained on the test.

The campus will be designed to facilitate and engage a more technology-based learning. The site will have great connectivity providing all the bandwidth a school requires, but offering a more technology-based, student-centered approach is about much more than bandwidth.

Other unique aspects envisioned for this site include the following:

- Students will spend less of their time in a traditional desk and classroom setting, requiring more variety in work spaces, including open areas where students can collaborate in small groups and work independently in designated learning labs named for the seven summits and current industry teaming concepts.
- **Summit 7's** central location would facilitate it serving as the Career and Technical Center for several local schools, & as a catalyst for CTE efforts in the valley.

Based on current trend lines, it is projected that by 2019 more than fifty percent of high school credits will be awarded through concurrent & online classes. Students will be able to have more support and relearn lessons taught in the school day by utilizing the online component. Online learning is used to enhance the experiential learning of **Summit 7**. Students may utilize programs and software to prepare for state skills testing. Students may also complete online learning modules for enhanced college curricula, such as online lab simulation.

College and University Affiliation

Summit 7 intends to participate with Salt Lake Community College, Weber University, and Stevens Henager for concurrent enrollment. A member of the board has met with each college. Upon approval, **Summit 7** will seek first rights of refusal, MOU, and any other concurrent

enrollment documentation necessary. Meetings have been held, courses discussed, collaborative efforts agreed upon and professional relationships already established.

Section 4: Performance Measures

The core academic approach to expand student performance will integrate a variety of instructional and learning strategies, as well as structural flexibility. It is not one discrete or narrowly defined program. However, there are four essential elements: a) hybrid or online /flex school model; b) the Technology as Facilitator of Quality Education (TFQE) Model that serves as the program’s philosophical foundation and theoretical framework; c) a sophisticated user-friendly curriculum development and delivery platform embraced by industry and colleges; and d) Rigorous, systematic, technology-facilitated peer tutoring that is integrated into the overall learning program. We believe that the effective integration of these elements will produce superior learner outcomes across the content. By way of clarification, **S7** does not intend to create a school in which students spend most of their time engaged in computer-mediated instruction. Technology will be used to enhance the quality of teacher-mediated activities, resulting in an increase in highly engaging active learning activities such as learning made applicable with - field work, internships, externships, and practicums. **S7** is a model for innovative undergraduate and professional programs that engage students during their ascension to new heights with curriculum guided and expounded upon by master teachers.

<i>Indicator – Upholding mission and purpose</i>		
Measure	Metric	Board Goal
1.1 Academic Success	50% or more of our students will demonstrate increased proficiency in the course goals and objectives as indicated by pre-assessment, formative assessment and post-assessment test scores and/or performance rubrics.	80%
1.2 State Skill Test or Industry Certification	80% or more of our students will demonstrate proficiency in a Utah State Skills Exam, or Industry Certification.	90%
2. Financial Sustainability	3% Budget surplus at end of year.	6%

3. Regulatory compliance and reporting	100% percent of all required reports are submitted to state agency complete and accurate.	100%
4. Students are involved and have a sense of identity.	>20% of our eligible students will re-enroll at S7 .	>30%

Students at **S7** will be held to high standards of learning. Rigorous college courses and industry inspired certification courses will be taught. Educational performance will be measured and reported through the SLO measurement system implemented by USOE. One of our founding board members participated at both the state and local levels to create these documents and is well versed in these new measurement tools. Teachers can track the progress of individual students, subgroups, and the class as a whole to ascertain the assertion of scaffolding techniques. The online grading system chosen by the board, such as Canvas, Gradequick, etc. will allow queries of school wide data to extract valid and reliable measures of whole school performance. The data in turn will drive teacher instruction to students. Administrative and Board goals for the school will be created and implemented according to the data and community needs. Administration will use assessment data and traditional teacher observations to provide adequate staff development during the school year and during summer months to improve academic outcomes.

Section 5: Governance

Members

McCourt-Nussman, Curriculum Specialist. I am committed to Summit 7, and the success of the school. I have a diverse background. I am fully licensed in Virginia and Utah for Career & Technical Education/ Administration K-12, and higher education. I am passionate about learning. I have been in education for 16 plus years. I have taught pre-school, middle school, high school, and higher ed. --specifically in child development, high risk youth and Career & Technical Education. I have held positons as CTE specialist, teacher, and Department Chair. I am a multi-faceted, dynamic, efficient & reliable administrative professional with 10+ years of experience supporting executives, state & local school districts and managers to improve internal operations. I have a diversified, creative skill set covering administrative support, client relations, writing, human resources & recruiting, account management and project management. I am familiar with PLC's, Standards, Curriculum, Student & Teacher Mentoring & Coaching and Teacher Data Analysis. I possess excellent inter-personal, phone and digital communication skills. My creative vision for the future is to help students, families and school districts achieve their potential.

Joy Phillipy, Registered Nurse, BSN. I am committed to Summit 7, and the success of the school. During 2011-2013 I had the opportunity to work as a CNA Program Coordinator at the Canyons

Technical Education Center in Sandy, Utah. I was responsible for 40-60 students per semester and covered course content in CPR/First Aid, Medical Terminology and CNA Curriculum per UNAR requirements. I also had oversight of 6-7 clinical instructors, classroom budget and acquisition and maintenance of 7 clinical facilities for students to attend during the semester to complete required course content.

Kalli Huntsman, Business Owner of *The Egg & I*. There was interest expressed in a charter school targeting the unique needs of Career and Technical Education. I have my own business, and was asked to participate on an exploratory committee to consider the needs and possibilities of a charter school. I have been involved with private and charter schools. There is a great need and strong support for schools that can engage students while providing an outstanding education with a Science and Technology focus along with college credits. I am confident that these challenges can be addressed and overcome through a charter school. (Summit 7)

Michelle Leonard, Guidance Counseling Graduate Student. As a concerned parent, educator, and current graduate student, I feel that I bring a unique perspective to the operations of Summit 7. I am an advocate of individual learning and options for parents. I have been involved in charter schools, public schools, and home-school. I am committed to the success of the school and will put forth the necessary effort to create a learning environment for the students and be a team player with the staff.

Lezlie Harper, Computer Systems teacher. I am eager to bring the students of S7 into the twenty-first century using a unique combination of thirty years education experience coupled with computer technology background in hardware, software, networks, and security. In addition, I possess a wealth of experience as an English Teacher certified in International Baccalaureate. I have held positions as a Department Chair, PowerSchool Administrator, Skyward Administrator, Team Lead and Technology Integration Coordinator. I am experienced in the use of the Internet and educational software. I am certified with USOE to teach 120 courses in Secondary Education (6-12) with endorsements in Physical Education, English, Cisco Certified Networking Associate (CCNA), Microsoft Certified Professional (MCP), Security, A+ (Computer Repair/Maintenance, and Introduction to Information Technology. I currently teach at the Higher Education level as well. I have experience and a working knowledge of Mac and Windows operation systems. I have experience in the development and teaching of community education classes, speaking at national and local conferences, and writing for national educational publications. I am dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in diverse learners.

Andy Nydegger, Registered Nurse, MSN Ed.-C., Collegiate Instructor. I am eager to assist with the organization and operation of S7 as a private citizen. I am willing to share my expertise as a health care educator and financial planner, to serve as a supportive voice and to provide appropriate marketing, legal and moral direction in the functioning of S7.

Following approval of the charter, the Founding Board will become the Governing

Board. Members of the current board will be given the opportunity to transfer to the Governing Board. It is expected that all current board members will stay on for the Governing Board. Should any vacancies occur, these will be filled with an election as described in the Bylaws. The governing board is responsible to oversee the financial solidarity of the school, and that the mission of the school is implemented for students, faculty, families, and the community.

The Board's primary responsibility is to oversee the use of public funds related to the school, as well as to establish policies for all operations such as curriculum, personnel, and facilities. They delegate the execution of these policies to the school administration and management. The Board will be comprised of parents, educators, and community leaders who are entrusted to oversee the function of the school. Board members will have backgrounds in education and instruction, business and finance, or law and policy (an advisory council will be made up representing each of these internal and external publics). The school management is headed by the School Director, who is hired by the Board and is responsible for the direction of the day-to-day operations of the school. The director is assisted by various staff members as he or she deems appropriate and approved by the Board. As required by Utah's Charter School Board all **S7** meetings will be open and public. The dates for these meetings will be posted on the schools website.

Board Responsibilities

The Governing Board is charged to:

- Promote the vision and mission of the school and ensure it is reflected in the operation of the school,
- Ensure student mastery of course objectives,
- Oversee the finances and facilities of the school,
- Engage and contract with firms for various outside services, such as a payroll processing company,
- Establish policies for the various operations of the school,
- Evaluate and hire the School Director who executes the management of the school's day-to-day operations,
- Attend regular training in Generally Accepted Accounting Practices once per term as they relate to Board duties, such as finance, business, instructional design, technology, pedagogy, and curriculum,
- Actively participate in Utah charter school organizations and networks,
- Attend an annual, Board-initiated conference where members will evaluate the school's progress, read and discuss books, articles, reports, and research, etc. as they relate to Board duties,
- Participate in yearly Board self-evaluation.

School Administration

Positions in the School Administration include:

- School Director
- Program manager
- HR/Employment specialist
- School counselor/career center
- CTE – outreach and marketing
- Information systems director

The School Director will be responsible for the following items:

- Fulfill the vision and mission of **Summit 7**
- Implement and adhere to policies established by the Board
- Communicate with and provide information to the Board as requested
- Establish and implement curriculum to ensure accomplishment of the school's educational mission
- Evaluate and hire school employees and staff
- Develop and implement effective professional development program for employees
- Adhere to and properly oversee administration of the approved budget
- Oversee purchasing and requisition of supplies, curriculum, etc.
- Coordinate with the parent organization, and advisory council to further the school's mission
- Develop and maintain operational processes and procedures for the school, including but not limited to check in of students and visitors, dress code enforcement, attendance, and emergency response procedures
- Maintain positive public relations with parents, community, local school district and state
- Oversee assessment of students and develop goals for continual improvement

Other positions on the board will be filled as needed upon approval.

Appendix A

APPENDIX A BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Leslie McCourt-Nussman

Role with school: Founding Member

Expertise: Education/ CTE/ Administration/

Statement of Intent: I am committed to Summit 7, and the success of the school. I have a diverse background. I am fully licensed in Virginia and Utah for Career & Technical Education/ Administration K-12, and higher education. I am passionate about learning. I have been in education for 16 plus years. I have taught pre-school, middle school, high school, and higher ed. --specifically in child development, high risk youth and Career & Technical Education. I have held positons as CTE specialist, teacher, and Department Chair. I am a multi-faceted, dynamic, efficient & reliable administrative professional with 10+ years of experience supporting executives, state & local school districts and managers to improve internal operations. I have a diversified, creative skill set covering administrative support, client relations, writing, human resources & recruiting, account management and project management. I am familiar with PLC's, Standards, Curriculum, Student & Teacher Mentoring & Coaching and Teacher Data Analysis. I possess excellent inter-personal, phone and digital communication skills. My creative vision for the future is to help students, families and school districts achieve their potential.

Not-for-Profit History:

I worked with a non-profit, Presidential Point of Light winning organization called Sidelines of Virginia and West Virginia for 6 years. My specific position was Director. I was responsible for the case management and supervision of the at-risk mothers and their mentors within our program. My areas of expertise within this program involved communication, collaboration, and organization as I worked with the government, FDA, CDC, Department of social services, community block grants, local hospitals, schools, parents, children, and mentors to create positive outcomes for families and newborn babies. I trained 400 plus volunteers, wrote grants, and lobbied for legislation. I spoke and sat on advisory boards. Budget and county duties for the city also were included.

Employment History:

My current positon is Curriculum Specialist in Jordan School District. Previously held education positions include school level administrator, CTE specialist, secondary teacher coach, mentor, school dean, facs teacher, pre-school teacher, dental assisting teacher, concurrent enrollment coordinator, director of school, non-profit director and fundraiser.


Education History:

Regent University, August 10, 2013. Masters of Education, Administration & Leadership K-12

Virginia State University, May 2003. Bachelor of Science, Secondary Education Endorsement, Family Community Services.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR **Summit 7** CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in blue ink, reading "John Michael Newman", is enclosed within a rectangular box. The signature is written in a cursive style.

Applicant's Signature

APPENDIX A BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Joy Phillippy

Role with school: Founding Member

Expertise: Education/ CTE/ Nursing Instructor/

Statement of Intent:

I am committed to Summit 7, and the success of the school. During 2011-2013 I had the opportunity to work as a CNA Program Coordinator at the Canyons Technical Education Center in Sandy, Utah. I was responsible for 40-60 students per semester and covered course content in CPR/First Aid, Medical Terminology and CNA Curriculum per UNAR requirements. I also had oversight of 6-7 clinical instructors, classroom budget and acquisition and maintenance of 7 clinical facilities for students to attend during the semester to complete required course content.

Not-for-Profit History: I have worked as a Certified Nursing Instructor and student organization advisor for the national organization HOSA for the school.

Employment History: I currently hold the position of Registered Nurse in a local emergency room. I previously held a position as Certified Nursing instructor and HOSA adviser for Canyons School District.

Education History: I am a highly motivated **Registered Nurse** with more than 25 years of practical experience and hands-on skill in the high level care of patients and support of clinical operations. In addition to my exceptional nursing expertise in adults and children, I am also acknowledged for being resourceful, adaptable and self-directed with the ability to handle even the most challenging situations as a result of well-developed communication and organizational capabilities.

Recognized as a competent healthcare professional who knows how to develop and maintain excellent working relationships with physicians, staff and patients, I am also a hands-on manager and critical thinker who can quickly learn new systems, develop expertise and produce significant contributions. To that end I am now seeking to align myself with my experience and skills with **S7**.

Bachelor of Science in Nursing, BSN (1990) Cedarville College – Cedarville, Ohio

Licensed Registered Nurse (RN) - State of Utah

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Summit 7 CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A photograph of a handwritten signature in dark ink on a light-colored surface. The signature appears to read "Jay Reilly".

Applicant's Signature

APPENDIX A BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Kalli Huntsman

Role with school: Founding Member

Expertise: Non profit/ Business owner/

Statement of Intent: There was interest expressed in a charter school targeting the unique needs of Career and Technical Education. I have my own business, and was asked to participate on an exploratory committee to consider the needs and possibilities of a charter school. I have been involved with private schools and charter schools. There is a great need and strong support for schools that can engage students while providing an outstanding education with a Science and Technology focus along with college credits. I am confident that these challenges can be addressed and overcome through a charter school.
(Summit 7)

Not-for-Profit History

2009-2013: Eagle Condor Humanitarian Member of Board of Directors.

Providing real humanitarian experiences for youth & adults through service, education & medicine in Peru and other countries in South America

2011-current: Utah Lacrosse Association Member of Board of Directors. Helping to grow the sport of Lacrosse in Utah for the benefit of Youth in a healthy responsible manner.

2013-current: Kappa Kappa Gamma Fraternity House Board Member.

Overseeing the running and improvements of the sorority home at the University of Utah.

2013-current: Crimson Club Member of Board. Working with University of Utah

Athletics Department with Scholarships through growth.

Employment History:

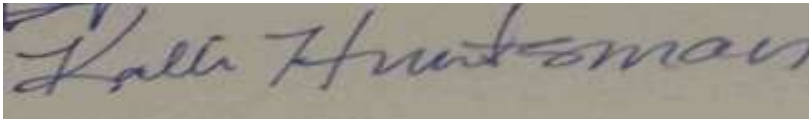
2012-current: Owner of The Egg & I Restaurant, Utah. Currently have 11 restaurants.

Education History:

University of Utah 1984-1988

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Summit 7 CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in blue ink that reads "Kelli Huntsman". The signature is written in a cursive style and is positioned on a light-colored, textured background.

Applicant's Signature

APPENDIX A BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Michelle Leonard

Role with school: School Counselor

Expertise: Mental Health and Counseling functions

Statement of Intent: As a concerned parent, educator, and current graduate student, I feel that I bring a unique perspective to the operations of **Summit 7**. I am an advocate of individual learning and options for parents. I have been involved in charter schools, public schools, and home-school. I am committed to the success of the school and will put forth the necessary effort to create a learning environment for the students and be a team player with the staff.

Not-for-Profit History: I worked with the non-profit organization Big Brothers Big Sisters of Utah for 15 years. My specific position was case management and supervision of the at-risk youth and their mentors within our program. I am highly trained in identifying needs of children and youth and formulating action plans designed to foster growth and development. My areas of expertise within this program involved communication, collaboration, and organization as I worked with parents, children, and mentors to create positive outcomes for the kids. High ethical standards and confidentiality were imperative aspects of my position.

Employment History: Concurrent with my position at the above stated non-profit agency, I held a full time job as COO of a privately owned Garden Center and Nursery. I held this position for 10 years. Under the direction of the owner, I was responsible for all business and financial record-keeping aspects of the company. I was also responsible for hiring and training of staff and ordering product.

In addition, as a full time mother, I have spent countless hours schooling my children, including 2 years of home-school. Those were delightful years as I was able to find the niche for each of my children, identify their learning style, and tailor their academic program to their individual needs. Such attention to their needs produced amazing outcomes and enthusiastic learners. I bring with me to **Summit 7** the desire to find that enthusiasm for each student.

Education History: Current – Graduate Student – Utah State University’s Professional School Counseling Program, MS degree, Graduate date: 2017
April 1999 - Cum Laude graduate - Brigham Young University, BS: Sociology: Deviance, Minor:

Psychology

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR **Summit 7** CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in blue ink, reading "Michael Leonard", is centered within a light gray rectangular box.

Applicant's Signature

APPENDIX A BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Lezlie Harper

Role with school: Founding Member

Expertise: Education/ CTE/ English/Technology/International Baccalaureate

Statement of Intent:

I am eager to bring the students of **S7** into the twenty-first century using a unique combination of thirty years education experience coupled with computer technology background in hardware, software, networks, and security. In addition, I possess a wealth of experience as an English Teacher certified in International Baccalaureate. I have held positions as a Department Chair, PowerSchool Administrator, Skyward Administrator, Team Lead and Technology Integration Coordinator. I am experienced in the use of the Internet and educational software. I am certified with USOE to teach 120 courses in Secondary Education (6-12) with endorsements in Physical Education, English, Cisco Certified Networking Associate (CCNA), Microsoft Certified Professional (MCP), Security, A+ (Computer Repair/Maintenance, and Introduction to Information Technology. I currently teach at the Higher Education level as well. I have experience and a working knowledge of Mac and Windows operation systems. I have experience in the development and teaching of community education classes, speaking at national and local conferences, and writing for national educational publications. I am dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in diverse learners.

Not-for-Profit History:

I have made a career in education. I am passionate about learning. I have experience in administering budgets from developing needs assessments, conducting budget discussion meetings, and creating budget proposals to retaining bids and actually ordering the purchases.

Employment History:

I currently work as a Computer Systems teacher and adjunct instructor in Networking, Security, and Computer Systems. I taught English for 27 years at Bingham High School along with establishing much of their computer integration policy.

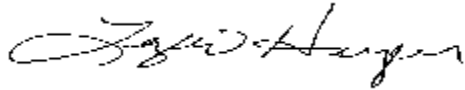
Education History:

Completed M.S. Exercise and Sport Science University of Utah, Major in Sport Psychology 1988

Bachelor of Science Physical Education Brigham Young University, Minor in English 1984

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION
PROVIDED ABOVE FOR Summit 7 CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY
KNOWLEDGE.

A handwritten signature in cursive script, appearing to read "John Hagen".

Applicant's Signature

APPENDIX A BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Andy Nydegger

Role with school: Founding Member

Expertise: Education/ Nursing Instructor

Statement of Intent: To assist with the organization and operation of the S7 as a private citizen. To share my expertise as a health care educator and financial planner. To serve as a supportive voice and provide marketing, appropriate legal advice, and moral direction in the functioning of **Summit 7**.

Not-for-Profit History: I have worked as a financial advisor and loan officer for a credit union. During that time the credit union experienced rapid growth. After my years of credit union service, I served as a teacher in Canyons School district. I served teaching Nurse Assisting, Medical Assisting and EMT. Since that time, it has been my pleasure to work as a nurse for the Salt Lake County Sheriff. Currently I am the education chairman for the Utah Acupuncture Association and a member of the Sandy City Chamber of Commerce education committee

Employment History:

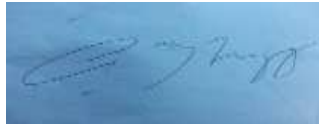
- Salt Lake County Jail- Salt Lake City Utah; Jail Nurse 12/2013-Current
- Canyons School District- Sandy, UT; Certified Nurse Assisting Program Director 01/2011-01/2014
- Holladay Healthcare- Holladay, Utah; Charge Nurse 03/2011-09/2011
- VA Healthcare System- Salt Lake City, UT; Nursing float pool 05/2008 - 8/2009
- United States Air Force; Translator 12/2004 - 9/2006.

Education History:

- 2006: Defense Language Institute; AA Korean Studies
- 2006: University of Utah; BS Nursing
- 2014: Western Governors University; MSN Ed.-C.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION
PROVIDED ABOVE FOR **Summit 7** CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF
MY KNOWLEDGE.



Applicant's Signature

Appendix B

APPENDIX B SCORING CRITERIA

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
A response that meets standard will: SECTION 1: SCHOOL PURPOSE						
Identify the purpose(s) of the charter school as outlined in 53A1a-503.	●					
Present a compelling 1 - 2 sentence mission statement that defines the purpose(s) of the school	●					
Present a coherent and concise vision of what the school will look like in 5 - 10 years if it is achieving its mission	●					
Describe the school's educational foundation and the culture or ethos	●					
Describe the anticipated population of the school, including grades served and requested enrollments	●					
Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population	●					
Identify the new and creative methods employed by the school to meet the unique learning styles and needs of students, if applying under 53A-1a-501.9	●					
A response that meets standard will: SECTION 2: MARKET ANALYSIS						
Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area	●					

Identify all public and private schools within a 5-mile radius of the proposed location (create a map). This will be referred to as the target location	●					
Describe data that points to trends/shifts within target location specific to school selection	●					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Provide the characteristics of the proposed charter school that sets it apart from others in target location	●					
demonstrate how its proposed locations meet the definition of “high growth area,” if applying under 53a-1A-502.5	●					

A response that meets standard will:

SECTION 3: PROGRAM OF INSTRUCTION

Align with the school’s mission, vision, and overall educational priorities	●					
-----------------------------------------------------------------------------	---	--	--	--	--	--

If replicating an existing school design:

Provide sufficient evidence the replicated design has been effective and successful in raising student achievement	●					
Identify specific successful practices	●					
Commit to a high level of fidelity to the successful model and minimize “tinkering” with the model until achieving acceptable results	●					
Describe the applicant’s capacity to replicate an existing school design	●					

If using developed curricula:

Identify the school's philosophical approach to educating students	●					
Ensure that educational priorities are meaningful, manageable, and measureable, and focus on improving student outcomes	●					
Show the selected curricula is consistent with the school's mission, vision, and educational program design	●					

If creating own curricula:

Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards	●					
------------------------------------------------------------------------------------------------------------------------------------------------------------	---	--	--	--	--	--

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Describe the framework for development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development	●					

If focusing on career education:

Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	●					
---------------------------------------------------------------------------------------------------------------------------------------	---	--	--	--	--	--

If focusing on career education:

Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	●					
---------------------------------------------------------------------------------------------------------------------------------------	---	--	--	--	--	--

Identify major methods of instructional delivery and postsecondary and business partners	●					
Include a convincing plan for transitioning students to work, further training, or higher education	●					
If offering a distance and/or online education program will include:						
A description of how the school will use technology to provide its curriculum and deliver instruction using the internet or other electronic means	●					
The manner in which properly licensed and endorsed teachers will deliver instruction, assess academic progress, and communicate with students to provide assistance	●					
The methods to be used to ensure authenticity of student work and adequate proctoring of assessments	●					
The types and frequency of communication between the school and the students and the manner in which the school will communicate with parents	●					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If focusing on gifted education:						
Contain written procedures to systematically identify and serve students identified as academically advanced in all grades						
Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context						

If offering early college:						
Present a plan for college or university affiliation that is likely to further the school's mission, vision, and educational program	●					
Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role	●					

A response that meets standard will: SECTION 4: PERFORMANCE MEASURES						
Align with the school's mission and educational program	●					
Define measures, metrics, and targets that are SMART	●					
Set high standards for student learning	●					
Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures	●					
Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes	●					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If serving educationally disadvantaged students:						
Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards						

Ensure that the school will be held to the same performance standards as other public schools						
Specify the time frame in which students will be expected to meet the performance standards						
Show compliance with all federal accountability standards						

A response that meets standard will:

SECTION 5: GOVERNANCE

Demonstrate the board has the capacity to found and sustain a quality school	●					
Include background information sheet for each named board member	●					
Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal	●					
Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business	●					
Illustrate the governing board's capacity to oversee the effective and responsible management of public funds	●					
Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations	●					
Illustrate the governing board's capacity to represent the community well	●					